core courses' definition causes confusion

By ALLIE BLEDSOE

Eight Core Courses are among the offerings for the 1975 Winter Term. These courses are the major innovation in the new Winter Term program, which divides courses into the Intensive Study, Experimental, and Core Curriculums. The faculty planning to teach these courses are still not in agreement about exactly what constitutes a Core course, however, judging from some of their comments.

Conceived last spring, and originally designated as the Classical Curriculum, the Core Curriculum is described in the 1974-75 College Handbook as consisting of those courses dealing with "great, perennial, classical" texts, issues, or problems that "transcend the easy classification of normal departmental interest."

Equally important to the new curriculum is the idea that each course will be taught by teachers from a variety of departments. Serving as directors and moderators, it is hoped that professors will become co-learners with the students, particularly in light of the fact that some will be involved in areas outside their normal field of knowledge. These courses are designed to accomodate a large number of students, and it is hoped that they will help create the large number of course slots needed this winter term.

Perhaps the greatest obstacle to an understanding of the new curriculum lies in the definition of the program itself. Just what is meant by a "great, perennial, classical" issue, text, or problem? It is the judgement of some professors that any broad topic, such as Industrialization in the Western World (not a course to be offered this term) approached from a variety of different perspectives, perhaps in this case social, economic, and

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winter term insert

following p. 7

winter term courses, registration, & commentaries

the MIDDLEBURY CAMPUS

volume lxx, number 6, October 31, 1974
entered as second-class matter in middlebury, vermont 05753

james beck on ilaria tomb at lucca

By JOCELYN SAMUELS

On Thursday, October 24, James Beck, Professor of Art and Archeology at Columbia University, gave a lecture on "The Ilaria Tomb at Lucca," a 15th century work by the artist Jacoba Della Querca. The work itself is considered a masterpiece of "intrinsic beauty," but one which poses "intriguing problems" for the art historian.

Jacoba Della Querca was a leading non-Florentine sculptor of the 15th century. He was much admired by his contemporaries, but, as Professor Beck noted, "he was probably something of a crook," and was not well-known for his honesty.

The Ilaria Tomb, an earlier work, presents special problems regarding its dating, original appearance, the collaboration that went into its creation, its discrepancies in style and its placing with the art periods of the time. These problems still baffle art historians.

Though evidence is slim to substantiate his point, Professor Beck places the date of the tomb around 1406. He noted that some historians think that this date is too early.

The present form of the tomb is an incomplete model of the original. At this point, only the sarcophagus, with its frieze of wreaths and children, and the image of Ilaria resting on it are extant.

Professor Beck postulates, however, that originally there was a canopy over the entire work, and a casket under the image of Ilaria, with statements eulogizing her engraved on it.

The tomb was disassembled and later, as it was being reassembled, any connection with Ilaria's husband, a tyrant, was obliterated, which may account for the missing parts.

Professor Beck thinks the tomb was originally free-standing, which would have made it a revolutionary work for its time period. To support this theory, he cited the fact that Jacobo designed at least three corners of the tomb, thus intending it to stand unemcumbered.

The two long flanks of the tomb show the work of two different artists, which suggest collaboration. The north side is inferior; one may assume Jacobo to have sculpted the south side.

Scholars have claimed that there are discrepancies in the style of the monument. Professor Beck suggested that the discrepancies (i.e. the gothic, northern style) arise not from the carving of the Ilaria, but from her gothic, stylish dress, which was very aristocratic.

The monument shows the influence on the artist of the architectural forms of the city of Mucca. There is ample use of marble decoration, along with massive forms and nude bodies. The tomb combines elements of both antiquity and modernity, but has no religious significance whatsoever.

It is crafted in a clear, charp, classic style, which Professor Beck identified as Tuscan. His theory is that Jacobo updated and perfected this style, and thus, the tomb stands as "the last magnificent Tuscan sculpture, rather than a breakthrough to Renaissance sculpture," as were some of Jacobo's later works.

visiting winter term colleagues

Dean Turner has announced the appointment of the visiting Winter Term colleagues, in Art, and History, and Philosophy of Science.

Dr. Rio Cecily Howard will offer a core course entitled **The Sinking of Noah's Ark: The Bible and Biologist in the 18th Century.** Messers Peterson, Turner, and Watters will be assisting Ms. Howard as Moderators. The course will focus upon the developing concepts of evolution in the century before Darwin, with emphasis on the broad intellectual and cultural implications rather than a technical account of the history of biological thought.

Ms. Howard is looking forward to teaching students from all departments of the College, and stresses that no experience in college science or religion courses is presupposed. The course is a one-time opportunity to study in an area new to Middlebury curriculum, and is particularly recommended to students interested in science viewed as part of European cultural and intellectual history.

Ms. Howard is a 1965 graduate of Bryn Mawr College, and received her Ph. D. from Cornell University. She has taught at the University of California at San Diego, the University of Miami (Florida), and currently resides in Navesink, New Jersey, with her physicist-husband Thomas Pearsall.

Dr. Richard P. Wunder will join the Department of Art as John Hamilton Fulton Lecturer. He will offer a course entitled **Understanding Drawing**, limited to twenty students. The course will be a unique and outstanding opportunity for Middlebury students, because it is to be based on an exhibition of original drawings to be held in the Johnson Gallery.

The collection focuses on architectural and decorative drawings, particularly of the seventeenth and eighteenth centuries, and is the first public exhibit of a portion of the larger collection formed by Mr. Wunder over the years. The exhibit will be accompanied by an extensive catalogue, written by Mr. Wunder and published by Middlebury College.

continued on p. 9

Dr. Richard P. Wunder—John Hamilton Fulton Lecturer.

record blood drive

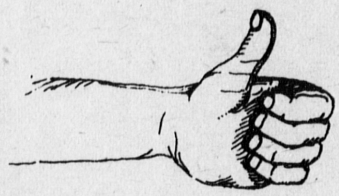
College News Service—Middlebury College students, faculty and staff donated a near record 284 pints of blood at Monday's semi-annual Red Cross drawing at the College in McCullough Gymnasium.

Mrs. Annetta Mackey, head nurse at the College and Middlebury town chairman of the blood drive, reported that the response at the College drawing was "the best we have had in some time."

A keen competition between Middlebury's fraternities and the rest of the College for most pints donated, stimulated interest at the drawing. Unofficial reports indicate that the College topped the fraternity members by some 30 pints.

Student co-chairmen, who worked hard to line up volunteer workers and donors, were senior Ana Rios-Guardia and sophomore Sally Nestler. They will organize another drawing at the College for next spring.

thumbs



up

to an extra hour of sleep.

to parents and the good food they treat us to.

to the people who gave blood.

to Goodyear blimps.

to fixing the showers in Lang.

.....

down

to artists for their continuing underwhelming response to our pleas.

to Middlebury College for making WRMC extend its United Way contest another week.

to everyone who doesn't share his ideas for "thumbs" with us.

"Thumbs" is a feature designed to acknowledge and appraise great moments in Middlebury's history.

turner explains the new winter term

By GINNY HINRICHS

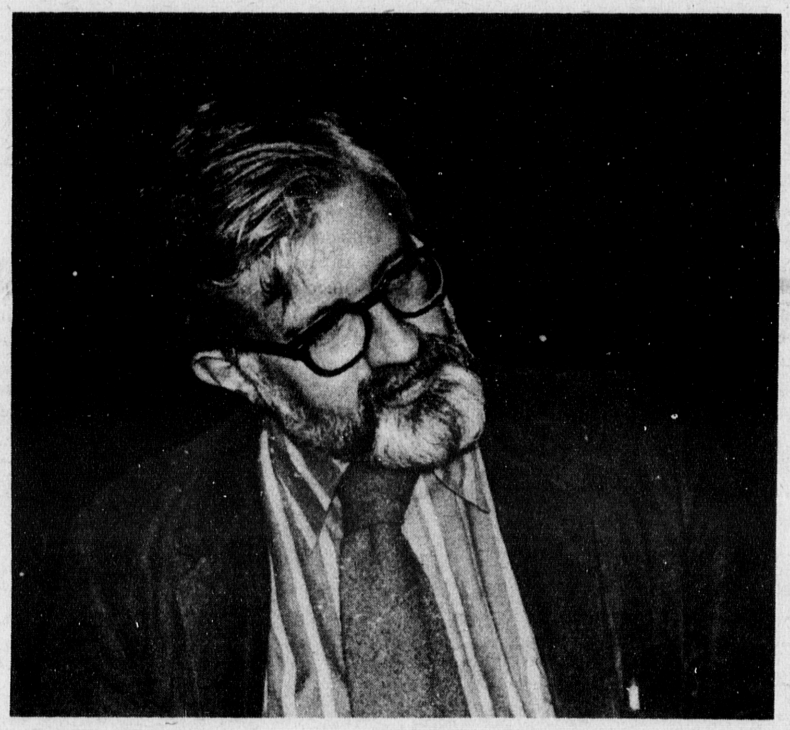
The Curriculum Committee Working Group met with Dean of the Faculty A. Richard Turner on Wednesday evening, October 23, to discuss plans for Winter Term. The discussion involved many different aspects of Winter Term including Core Courses, Independent Studies, Internships, and the difference between a Director and a Moderator.

Dean Turner explained the difference between Core Courses and regular Winter Term courses by saying that the Core Courses deal with "enduring themes" and "perennial problems". A student will be required to register for seven Winter Term courses, two of wich must be Core Courses. Although everyone will sign up for seven courses, a student will only take one course unless he or she is enrolled in the Continuing Language Program. A Core Course will have an average enrollment of sixty students.

The Core Courses are all taught by two faculty members who are the Directors, and one faculty member who serves as Moderator. The difference between Directors and Moderators is that the Directors know something about the subject matter, and the Moderator is a faculty member who is interested in the subject but has little previous knowledge of the topic.

Dean Turner told Committee members that there has been a general decrease in Independent Study applications as a result of a new requirement. This year a student's Independent Study must be an outcropping of something the student has studied in a class. Service Internships are still possible, but they should contain a "learning ingredient."

Work experience, including many apprenticeships, has been ruled out on the grounds that it is not a viable part of a liberal arts education. Although these seem like strict guidelines, Dean Turner said that the Independent Project requirements can be put aside under special circumstances.



Dean Turner—the man behind the Term.

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it grieves me-so...

The Student Forum Grievance Committee is off and running in another year of crusading for change on behalf of the entire student body of Middlebury College. Its function is to solicit complaints, requests, gripes, and suggested improvements for or about the non-academic life of the College; and act on those grievances deemed valid, important, or vital by the Committee.

Grievances can be addressed directly to Committee members, or placed in the "bitchbox" located in the mailroom by the exit doors. The members of the Grievance Committee are: Greg Adams--Hadley S. 206, Jane Buckley--Kelly 409, Steph Burchfield--Stewart 215, Ron Gauthier--Milliken E. 573, Hillary Holland--Hepburn 111, David Hostage--Stewart 321, Trina Kassler--Hepburn 507, Steve Knowlton--Lang 420, Katie Lange--Voter E. 209, Tammy Lorrain--Stewart 214, Michael March--Lang 117, Doug Molstad--Stewart 111, Jack Neumayer, Chairmen--Forest W. 232, David Rooks--Battell C. 116, David Tartter--Hadley N. 212, and Jay Taylor--Kelly 105.

An experiment suggested by the Committe to ease the tray-laden congestion in the SDU's has been implemented in SDU-B. The condiment table has been moved from the wall facing the beverage table to a spot perpendicular to it. If this proves a satisfactory solution to the congestion problem, it will be implemented in the other two dining units.

The Committee has also recieived assurance from the College that the wet-head is dead and that hair dryers will soon be installed in the men's locker room at the Field House.

Left-handed desks in Wright Theater, improved lighting in Johnson Study Lounge, soup-spoons, and the bicycle storage problem are all being investigated by the Committee.

Additional members are always welcome; anyone may feel free to attend the weekly dinner meetings at 5:15 p.m. every Tuesday in the SDU A Seminar Room. In the meantime, keep those cards and letters coming.

community council debates summer decisions

By KAREN VALENTINO

The Community Council discussed the new Forest laundromat and the possibility of a student co-chairman on the Educational Council at its October 25 meeting.

Since it was decided to establish the laudromat during the summer, there was no direct student input in the decision making. Dean of Students Erica Wonnacott, said that the decision was based on economic factors and the idea that a central laundry area would help solve the myriad problems students had been presenting to her: stolen clothing, money lostin machines, and broken washers and dryers.

The lack of communication between students and the administration during the summer months is the cause for the "bombshells" students face each fall, having had no say in deliberations. While it was suggested that decisions must be made during the summer months, it was also pointed out that a greater effort to attain student opinion could be made. No real proposals were voiced concerning how student opinion in summer-made decisions could be increased, and the Council moved on to the next topic.

The other matter discussed in detail by the Council was a request from the Student Forum that the Community Council support its efforts in asking the Educational Council to add to its agenda all issues presented by the Student Forum. It was suggested that a co-chairmanship, with a student as one co-chairperson, would help to insure Forum issues a place on the Educational Council's agenda.

While some Council members felt that the Community Council should support the Forum's effort, it was decided after some discussion to let the Student Forum present a "formal" suggestion to the Educational Council, asking that they institute a co-chairmanship. Only an informal suggestion had been made previously.

photo by nicholas andros

The eyes have it at the Community Council meeting.

nims presents his poetry

By CRIS CIOFFI

On Monday afternoon, October 21st, poet John Nims read an assortment of both his published and unpublished works in the Munroe Faculty Lounge. Professor Robert Pack, a personal friend of Nims, introduced the poet, lauding his accomplishments as a college professor who has published an introduction to poetry, and a translator of poetic works from Greek, Latin, Spanish, German, Italian, and French. Mr. Nims has also taught at the Breadloaf School of English and the Breadloaf Writer's Conference.

For the most part, Nims conducted his reading as an informal class, directed at the aspiring student-poet. He divided his reading into two sections -- one of long poems; the other of his shorter works. For the first section he selected works from his published collection entitled **Knowledge of the Evening.**

Poetic form was the first organizing principle on which Nims focused. Reflecting on the trend of the 1960's which degenerated the value of form in poetry, Nims contended that form may be experiencing a revival in contemporary poetic circles. He remarked, "I don't think form is a dirty word anymore." To support his extensive use of form in poetry, the poet turned to the snowflake, a fixed form of nature. The snowflake is always hexagonal in form, yet subject to an infinite number of variations. To illustrate his point he read his work, "The Young Ionia," a poem constructed in an ionic amenore rhythm, which he found in the Greek language. He described the poem as a metrical experiment meant to turn into a love poem.

"Sentencing" was Nim's next consideration in poetry. Recalling Robert Frost's statement that "to write poetry is to go a-sentencing," Nims agreed that a well written poem should also transcribe as well written prose. With this idea in mind, Nims read four poems from a group of ten entitled "Death of a Little Boy." He prefaced the reading of the poems with a brief analysis of their form, again aimed at the student learning to write poetry. He concluded his treatment of these particular poems by considering the effectiveness of unanswered questions in poetry.

Nims read two more longer works, "Etruscan Tomb," and "Polonaise," prefacing each with the autobiographical information which led to their creation. In an openly self-critical tone, he questioned the effectiveness of the second poem, with its intricate form and abundance of local and personal allusions. He judged it to be perhaps unfair to the reader, in its obscurity.

This criticism led Nims easily to his book of simpler poems, **Of Flesh and Bone** – a book whose themes are love and death. From it he first read the poem, "Years Later," a four-line restatement of the earlier "Polonaise." Musing that "to the writer no poem is obscure," Nims wondered if this spare style succeeded in conveying his thoughts to the reader. Again addressing the student-poet, Nims spoke briefly about the difficulty encountered in transcribing thoughts to works in poetry, alleging that "simplicity can be very affected."

Nims read at random a series of short poems, ranging in subject from aesthetics and medicine, to a stewardess falling from a plane. As they varied in subject, so they varied in tone, to include many entertaining and highly sexual images. "One can sort of get hooked on short poems like this," commented Nims.

Nims's accessible poetry, presented with an openly self-critical attitude, was well received by his listeners. His consideration of problems encountered in writing poetry, combined with the many remarks he addressed to the student aspiring to write poetry, imbued his reading almost with the atmosphere of a workshop, and was very much appreciated by the Middlebury audience.

freshmen on the forum

The following people have been elected to the Student Forum as at-large representatives from the Class of 1978. The number of votes each received is also listed.

Tom Carlson	196
Lucy Newell	185
Tom Weeks	183
Ray Mitchell	147
David Ayres	147
Peggy Daniel	141
Wendy Ellison	138

The following is a partial list of the next highest in votes recieved. These are the alternates.

Bern Terry	133
Jonathon Hart	127
Nancy Rome	122
Blethyn Hulton	116

Complete election results can be obtained from Curt Viebranz in Painter 410 (phone: 388-6231).

By FRED EARLE

To the rural indigene, open space and wilderness are the rule, not the exception. It is hard for some to imagine how in this vast country of ours stringent measures are needed to preserve such land. The fact remains that eighteen percent, nearly one-fifth, of American farms have disappeared in these past ten years.

Technocrats, bureaucrats, and ignoramuses would have it that civilization has made no appreciable encroachment when compared to the enormity of America. Eighten percent is indeed a sizable proportion, and it is no myth that this has been turned into housing developments, shopping centers, and highways.

In New York State, for example, farmland declined thirty percent in the decade between 1963 and 1973. In Suffolk County, the number of acres being farmed fell from 123,346 to 45,000 today. Nassau County was once one of the largest potato-producing counties in the country, ranking alongside Aroostook, Maine and Boise, Idaho. Today it is 96 percent developed. New Jersey, the "Garden State," must import 85 percent of its food supply. Ten thousand farms in New Jersey disappeared between 1951 and 1961.

We all feel this loss; it is reflected in higher food prices which rise as farmland value increases. Taxes are lost as the number of agricultural employees decreases and the burden is shifted elsewhere. Another sequel to this matter is that the consumer must settle for canned and jarred goods in lieu of fresh local produce.

Food manufacturers put everything in their goods ranging from colorings, flavorings, and preservatives to lots of white refined sugar. Factory food processes strip away essential nutrients, and even with artificial fortification, nature can never be duplicated. An insidious form of malnutrition already affects those dependant on white carbohydrate diets.

As people become tired of living in cities, the demand to turn farmland into development increases. Such developments are often of the "leapfrog" variety, where builders jump over farms seeking out local governments which have done little about zoning, buying up areas where land is cheap and taxes are low.

Then residents move in and demand sewers, schools, street lights, improved highways, and better police and fire departments. Then property taxes are raised on the surrounding farmland. The process is regenerative: higher taxes force farmers to sell, often to developers at large profits, and newer residents demand even more services, raising taxes again. The end result is a place like Nassau County, Long Island. It is a crime that such development be allowed to happen in Middlebury, the process allowed to start.

Solutions: Vermont and Elsewhere

There is now an enormous capital gains tax in Vermont aimed at discouraging land speculation. It amounts to as much as 60 percent on land sales. Act 250, the illustrious environmental law, requires developers to meet strict regulations

continued on p. 4

announcements

free man in the zoo

The Hepburn Zoo Theater Workshop opens its 1974-1975 season on Thursday November 7, with a poignant comedy by Tom Stoppard. **Enter a Free Man** is about a dreamer, about all dreamers. George Riley is a man in a rut, an inventor who feels his wife and daughter only support his stagnation. George finds solace in a "real world" of his own invention, a bar where all the patrons fit into his own personal fantasy. When one of the patrons offers George the chance to realize his dreams, the trouble starts, as do the laughs.

Peter Wallace is George Riley, inventor extraordinaire, the last of a breed of men "pioneering you might say" from their blood and their sweat for the lot of their fellow men. Nancy Burns plays his wife Persephone, whose real name is Constance, whose husband leaves her every Saturday, and who bears up under all this strain by vacuuming the rug, dusting the furniture, and fluffing the cushions. Completing the family is Cathy Baldwin, the daughter who supports the family and constantly raves about her dreamer father as she prepares to run off to Scotland with a married motorcyclist.

In the bar, we find Carmen,the barman, the good natured but long suffering proprietor, played by Kevin Cummins. His customers include Joe Ochman as Harry, the compulsive gambler, who agrees to be George's partner, and Claudia Howard as Florence, Harry's talented girlfriend.

The play, also directed by Joe Ochman, will run from Thursday November 7 to Sunday November 10 at 8 PM in the Zoo. Tickets will be available at Wright Theater and at the door for 75¢.

honduras dancers

One of the finest folk dance groups in the world will appear locally for the first time on Friday, November 1, 1974.

The National Folklore Dance Group of Honduras, Central America, will appear at the Wright Theatre, Friday, November 1, at 8 P.M.

Since the group's arrival in Vermont, members have stayed with host families andbeentransported by volunteers. The appearance of the group has been arranged by the Middlebury College Spanish Club.

The Honduran folk dancers have appeared in many countries in Latin America, performed at the Olympics, and been enthusiastically received in other parts of the United States. They have been awarded numerous medals and honors, and taken first place in Central American competition.

Its director, Senor Rafael Manzanares, a lawyer, has received a national art prize for his work in founding the organization.

Critics have hailed the group for preserving and expressing tribal dances. They've also noted the wide variety of the dances and music, something they trace back to the imprint of European and African migrations, both slave and free, to Honduras.

The visit is part of the Vermont-Honduras Partners program, an exchange of cultures, ideas, and education. Since the basic idea is the development of Friendship on a personal level, residents are urged to say hello in any casual meetings and give the visitors a warm welcome. Admission is free.

student ski cards

Like everything else, the price of skiing is continuing to climb. But over 150 major ski resorts across the country are now offering special rates to college and high school students who belong to the Student Ski Association. Over 100,000 students have joined SSA in the past five years.

The discounts include half-price ski lift tickets, lessons, and equipment rentals on weekdays and $1 or more discounts on weekends and holiday periods.

Last season 44,000 joined the nation's only student ski discount organization, whose membership dues are only $6 per season. Members also recieve a season's subscription to **The Student Skier**, skiing's only underground publication, and **Poor Howard's College Guide to Skiing**.

For more information or a $6 membership write: The Student Ski Association, 233 N. Pleasant St., Amherst, Ma. 01002.

junior year abroad

There will be a meeting for all those interested in spending their Junior year abroad in France Tuesday November 5 at 4:00 in Sunderland 110. All students who have spent a year or semester abroad are reguested to come.

infirmary borrowers

Please return all borrowed equipment such as **crutches, canes, heating pads, hot water bottles** and **thermometers** back to the infirmary. Thank you.

thursday series

Prof. Benjamin Ward, of Yale University, will present a unique program that will include a lecture and musical performance on romantic esthetic theory at the Middlebury College Thursday Series, 4:15 p.m. Thursday, Oct. 31 in the Johnson Rehearsal Hall.

The lecture, entitled "The Romantic Recovery" and illustrated by a musical performance on the piano of works by Chopin, Schumann, Schubert, and Beethoven, is free and open to the public. It is co-sponsored by the Middlebury Departments of English and Music.

The guest speaker is a member of the Yale Department of Philosophy and Dean of Yale's Berkeley College. He holds a Ph.D. from Yale and is a concert pianist.

classifieds

Snowplowing done in Middlebury area. Call John Doane or Peter Hunsberger: 388-9372. Or write Box 2846, Midd. College. Make arrangements now. Reasonable rates.

KEN I. MILL and his sensuous **L. ROOF** companions welcome fellow gatherers at odd hourers.

Wanted: Second-hand 10-speed bike with light, kickstand. Please contact Denise Selders, Kelly 510, Box 2635.

Wanted: artists to draw graphics and cartoons for the **Campus**. Call 8-2588. Or draw us a note—Box c2198.

Wanted: to spread general knowledge that scientists of many appreciate scientists of life and maybe vice versa.

what's going on here!

Thursday, Oct. 31

4:15 p.m. Thursday Series - Ben Ward, Yale - "Romanticism". Johnson.
7:00 p.m. Curriculum Working Group. Gifford Lounge.
7:15 p.m. Christian Science Organization. Forest W. Lounge.
7:30 p.m. TM - Preparatory Lecture. Munroe Lounge.
7:30 & 10 p.m. Cinema '75 - "The 5th Horseman is Fear". Dana.

Friday, Nov. 1

3:00 p.m. Russian Folk Singing. Cook Lounge.
7:00 p.m. Scottish Dancers. Johnson.
7:00 p.m. Hillel Service. Proctor Lounge.
7 & 9:30 p.m. American Movie - "Grapes of Wrath". Dana.
8:00 p.m. National Folklore Dance Group of Honduras. Wright Theatre.

Saturday, Nov. 2

11:00 a.m. V. Soccer v. Plattsburgh. Wilson Field.
11:30 a.m. B. Soccer v. Norwich.
1:30 p.m. V. Football v. Norwich. Porter Field.
9:00 p.m. E.Q. Blackout Dance - "The Governor's Steel Band". Johnson.

Sunday, Nov. 3

11:00 a.m. Chapel - Chaplain Scott. Mead Chapel.
3:00, 7 & 9:30 p.m. Carnival Film - "The Mouse That Roared" and Pink Panther cartoons. Dana.
4:00 p.m. Octoberfest - MCAB. McCullough.
4:30 p.m. **Campus** news and features meeting. **Campus** news office.
5:30 p.m. Chapel Committee Meeting. Freeman Seminar.
7:00 p.m. MCAB Duplicate Bridge. Proctor Lounge.
7:00 p.m. Student Forum. Munroe Lounge.
7:00 p.m. Ski Patrol 1st aid course. Sci. Ctr. 117.
7:00 p.m. Concert Band Rehearsal. Johnson Rehearsal Hall.

Monday, Nov. 4

3:30 p.m. Teacher's Education Meeting. Sci. Ctr. 117.
3:30 p.m. German Movie/TV Hour. Dana 110.
5:30 p.m. Christian Fellowship Hamlin Grotto.
7:00 p.m. History Film - "Oliver Cromwell". Dana.
7:30 p.m. VPIRG Film on Nuclear Reactors. Sci. Ctr. 117.

Tuesday, Nov. 5

4:00 p.m. Chemistry Seminar. Sci. Ctr. 117.
5:15 p.m. Grievance Committee Meeting. Cook Seminar.
5:30 p.m. Granville School Enrichment Meeting. Cook Lounge.
6:00 p.m. Finance Committee Meeting. Hamlin Seminar.
7:00 p.m. Scandinavian Club: Swedish - Cook Seminar. Norwegian - Freeman Seminar.
7:00 p.m. Poli. Sci. Film - "Year of the Pig". Dana.
7:30 p.m. Fraternity Working Group. Gifford Lounge.
10:00 p.m. Aramatoons. Gifford Lounge.

Wednesday, Nov. 6

2:00 p.m. Ec. Dept. Lecture-Lawrence Krause, Brookings Institution. Munroe Lounge.
4:15 & 7 p.m. Dance Films. Dana 110.
7:00 p.m. Concert Band Rehearsal. Johnson Rehearsal Hall.
7:00 p.m. Synchronized Swimming. Brown Pool.
7 & 9:30 p.m. MCAB Film - "Lion in the Winter". Dana.

eq...

continued from p. 3

before building. In addition, Vermont has linked property taxes to a landowner's ability to pay, allowing poor farmers, the elderly, and others to stay on their land in the eventuality of high taxes.

Can these policies head off leapfrog development? In Middlebury, a new shopping center is soon to open, and developers are eying all parts of this quaint little college town. In places like South Burlington, development seems inexorable.

In New Hampshire and other states, land is assessed on its value for agricultural production rather than on its potential for housing and shopping centers.

In Oregon, Minnesota, and others, agricultural assessment is coupled with tax deferral. This means that a farmer who sells to development must pay the difference between his agriculturally-based taxes and development-based taxes for a retroactive period.

In Saskatchewan, the government buys land from the poor and elderly and leases it back to young homesteaders. This is the upshot of a 42 percent loss of farmland in two decades, and the province hopes that this step will arrest the process.

In the Garden State, a plan has been submitted which would require each New Jersey municipality to set aside 70 percent of its best farms in open space preserves. Finally, another method being considered to rescue the vanishing farmland is the purchase of "development rights" by the government. A farmer could still work the land, and pay his hopefully small tax share, but the right to develop would be withheld.

EQ Announcements

November 4—EQ is sponsoring a movie "How Safe are American Reactors?" This movie is **absolutely free**, and will be held in Room 117 of the Science Center at 7:30 p.m. Jot that down in your appointment book. It is 30 minutes long and discussion will follow; the movie is being circulated by VPIRG (The Vermont Public Interest Research Group).

November 2—A final reminder to attend the BLACKOUT DANCE, the social event of the year, so don't miss it.

Announcements—This is about wastefulness. The energy crisis is still with us and we cannot continue our gluttonous habits. Turn out that light if you don't need it. Return that coffee cup too. Evidently, two racks of coffee cups are disappearing from your dining halls daily. Really, now.

CAMPUS CINEMA
Middlebury 388-4841

HELD OVER THRU
Nov. 7th
7 & 8:45 pm

Bargain nites omitted

Andy Warhol's X
FRANKENSTEIN

Coming Soon—Disney's
"CASTAWAY COWBOY"
and
"THE ABSENT-MINDED PROFESSOR"

green mountain diversions

By BILL HOSLEY

It is somewhat difficult to approach the subject of old Vermont architecture without the use of a few technical terms that deal directly with the appreciation of houses and their distinguishing characteristics. Trying to keep these to a minimum, I hope to acquaint you with a most fantastic testament to the ardor and determination with which the early settlers and natives of Vermont went about the business of constructing a house.

Middlebury is unique to Vermont. It has bridged the gap between the cities' problem, where so many of the older houses have been removed, destroyed, or altered past recognition; and the small towns (Poultney, Salisbury) where most of the houses were built within a range of thirty years, generally 1805-35.

These towns are strictly dated. Often many generations of a family lived in one house where changes in everything from chimney plan to fenestration (window plan) took place. Often, when the house has been in the family, these changes were in good taste, but many old nineteenth century houses have lost their charm through the addition of aluminum siding or through extreme alterations of the facade.

Middlebury runs a full gamut of architectural styles that are well-preserved. From the Georgian, Ballou House, (22 Weybridge St.) through the federal styled Federation Building, (1805) left of Tony's, to the Victorian houses of Seymour St., Middlebury shows a past of high architectural excellence.

Middlebury was chartered in November 1761, but development was curtailed when the war threatened the lives of those settlers of the Champlain Valley. By the 1780's, Middlebury was reestablished and growing at an unprecedented speed. By the 1820's, it was one of the largest towns in the state. Our greatest wealth in architecture dates to this period.

Old houses have basic characteristics that distinguish them from new. Of particular interest to the house- watcher are doorways and the great wide center chimneys, that feed down through the middle of the house and branch into a grand kitchen fireplace and adjoining front parlors.

Doorways are almost the best clue to the date and style of a house. One local traditional doorplan of interest is in the front of the Federal "end-on" houses, where the doorway is a noticeably narrow rectangular opening crowned by a gracious, often ornate, curved "fanlight" window (so-called because of the half a sunburst patterned by the leaded glass panes). Simple, but intriguing. North on Route 7 just past the Congregational Church, on the right is a good example of this. (Also on the right past the Morgan Horse Farm is one made of brick.)

The house builders, who were often the owners themselves, labored long hours cutting and chiselling ornamental and practical details for their doors.

Around 1810, Classical Revival details came into vogue. This was Middlebury's greatest period of growth. By then Middlebury yearned to compliment its rusticated style with the cultural plans that filtered up from Boston. It was then that the genius of Lavious Fillmore was contracted to build the Congregational

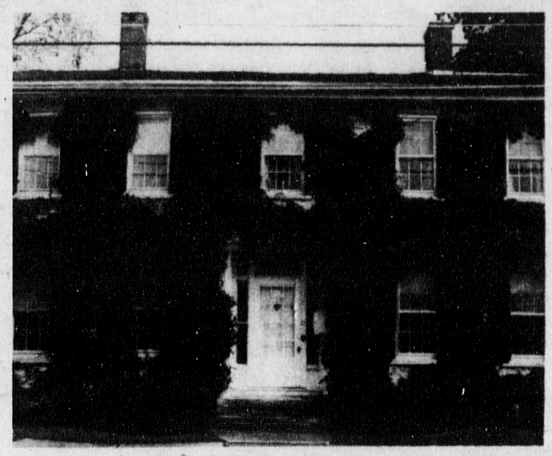

figure 1

figure 2

photos by bill hosley

Church, possibly the crowning achievement of his career, and one of the finest in Vermont.

Classical Revival details are everywhere. An early example is the post-Colonial, once Community jail, on 17 Washington St. (fig. 1). This old stone house, built from the same stones that fitted Painter Hall, has a good basic Classical Revival doorway. This is evidenced by the engraved glass sidelights and overhead window.

Other doorways are enriched by the presence of the Greek Revival style, where pilasters (insert pillars, as against a wall) support large ornametal entablatures, a picturesque framing for a fine door. Such is the case with the Jedidiah Dewey house (fig. 2), of Bennington, which besides being the oldest wood framed house in the state (1763), is also a model Vermont house with center chimney and simple 4x6 window montons (small panes making up a whole window). Montons on the Congregational Church and some of the best preserved buildings. The montons, as other details, are often removed by owners for convenience, and replaced by larger, less attractive panes.

A local variation of this classical theme is the John Strong house (fig. 3) in Addison. This large, sturdy, brick mansion was the estate of a rich landowner and looks out over the sparkling waters of Lake Champlain, where the pattern of the Flemish bond brickwork details ships with deliveries. What makes this house special are the fine classical details and the grand Palladian window that towers above the door. The eaves and pediment (the small triangular ends which fit under a pitched roof) over the porch are embellished by dentil mouldings that give the house real character. This is craftsmanship at its best and Addison county has some of the finest in New England.

View carefully the details of the houses you pass. Is there a stone foundation, montons, a Palladian window, or a center chimney? These are just some of the features that are blended, often with crossing styles, as in the Charter House. They make for the large selection of houses that line our streets. A problem is that many houses have been so altered by modern siding and roofing that only the center chimney remains to tell the story. But for the interested observer there are plenty of wonders to see in every direction from town.

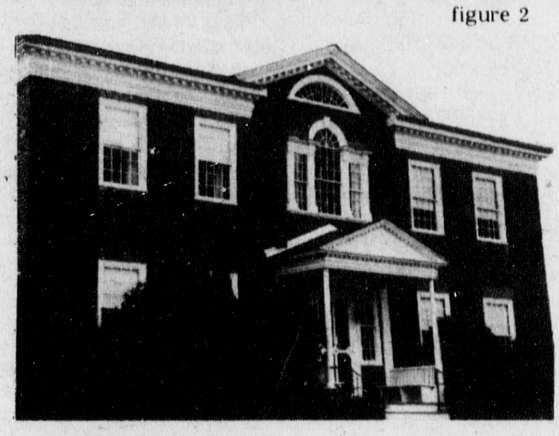

figure 3

County Tire Corp.
33 Seymour Street 388-7620
Middlebury Vt.
Specialists in:
Tires
Batteries
Shocks
Brakes
Front End Alignment
GOODYEAR
For:
american
foreign
trucks
vans
wagons
tractors

FRIAR TUCK'S

Happy Hours- Mon. thru Thurs.
4:30-6:30 and 10 p.m.-closing
Dancing - Fridays & Saturdays when possible
HEARTY FOODS & DRINK
ROUTE 7 SOUTH MIDDLEBURY, VT.

the middlebury campus

editorial

at the core

The courses for the 1975 Winter Term are presented in this issue of the *Campus*. The most noticeable innovation this Winter Term is the introduction of Core Courses. The evolution of these Core Courses appears to have been a steady series of compromises, unarticulated changes, and rationalizations.

The idea of instituting some sort of large courses began last year, due to a need to generate more course slots in Winter Term. The primary concern of the Curriculum Committee, which formulated the proposal, was to "considerably tighten up" Internships and Independent Projects, the Dean of the College stated last year. Doing this would place more students than before in the actual Winter Term "course curriculum." The College would then need large courses to accommodate this increased number of students who would be taking regular Winter Term courses.

Lecture courses were the easiest way to create large courses. An easy way to rationalize lecture courses was to have them deal with Classical issues.

Perhaps students would not want to take these courses, and none would register for them? Some would have to take them. The Administration guaranteed this by requiring each student to list two Core or Classical courses among his Winter Term choices. And as Classical issues form the basis for the College, no student could rationally complain if he were forced to take one of the new, large courses in what was then called the "Classical Curriculum." If he were interested in none of the subjects treated in these courses, he did not belong at Middlebury. Thus, Winter Term lecture courses were rationalized in terms of this "educational philosophy."

Perhaps these courses would be more acceptable if a more reasonable faculty-student ratio were observed? To provide more faculty, the courses could be taught collegially. The opportunity for collegial teaching formed another excellent rationalization for lecture courses.

Teaching large courses could be a strain on faculty, and the Curriculum Committee wanted to "rationalize faculty (work) loads," Dean O'Brien said. Therefore, the idea of moderators, or discussion leaders, was instituted. Some of these "moderators" would be serving outside of their field of expertise. This was rationalized by considering moderators as co-learners with the students, being carried through by their additional knowledge, interest, and teaching ability.

But perhaps faculty would not want to teach these courses? Perhaps an art professor would hesitate before accepting the responsibility of leading mathematics discussions? If no faculty wanted to participate, participation could be demanded. "You can force the students to take courses, why can't you force faculty to give them?" Dean O'Brien asked last year's Educational Council.

So the faculty passed the Winter Term proposal, and in accepting what appeared be infallible lecture courses, it set an impressive mandate for itself. These would be more than ordinary lecture courses. Each division of the College would sponsor two Classical Courses during Winter Term, one Divisional and one Inter-Divisional. These courses would deal with "great, perennial, classical texts, issues, problems or techniques."

The Core courses have now been settled. To do so, the Special Assistant to the Dean of the College acted as a match-maker, bringing together faculty interests to form Core courses.

The faculty has still failed to meet its mandate. Granted, there are eight Core courses. But the Core curriculum has been greatly compromised. Not every Division is offering a Core course. Not all courses could be defined as dealing with "great, perennial, classical texts, issues, problems or techniques" as the *Handbook* specifies. Four courses have only one Director. In one course the Directors are members of the same department. Only one course has Directors from different Divisions.

The College is now faced with finding students to take these lecture courses. Up to now, it seems to have operated under the assumption that no students would care to take them. The registration is being held earlier than normal partly so the College will have time to re-assign any students or faculty connected with a course which fails.

We perceive the entire Core curriculum, as it currently stands, as merely a confused rationalization for offering lecture courses during Winter Term. Many students and faculty are unclear concerning the definition or exact requirement of Core courses. What we finally have is, essentially, lecture and discussion courses dealing with important issues.

These courses were rationalized in terms of "educational philosophy," "collegial teaching," and "student-faculty co-learning." And these are certainly laudable aims. There are indeed Classical issues which any student would find it beneficial to face. Having teachers work together on a course could well be a source of enlightenment and inspiration for both the professors and the students. A discussion where students and faculty can struggle with an issue foreign to both and help each other learn could be exciting and rewarding.

Unfortunately, these were not the reasons why the curriculum was originally changed. These were merely rationalizations for lecture courses. As a result, these basic principles are not consistently applied or clearly understood.

This does not mean the Core courses will not be worthwhile, or even excellent, courses. They may well be. Their topics are of wide interest. Some of Middlebury's most respected professors are involved in the courses, as Directors or Moderators. The Core curriculum, as poorly understood and unclearly articulated as it is, could be a success.

We feel the Core curriculum, and the entire new Winter Term system, should be given a fair chance by all parties. After the term, the faculty will be able to vote whether to continue it. If it decides to do so, the faculty should then set some definite guidelines for the Core courses, deciding what will define them in practice as well as theory. When the Winter Term program is next discussed, the faculty should devote its attention to the Core courses, to improve them, and try recognizing them as valuable in their own right, and not as mere excuses and rationalizations for Winter Term lecture courses.

bk

help!

We need more writers.

Most people imagine that writing an article every week is an excessive demand on their free time. So it can be. With 1800 students on campus, however, there is no reason why the same pens have to produce every week. They do. The consequence of this is a paper necessarily limited in both coverage and viewpoint. Yet if these few faithful did not write, the *Campus* could not and would not have an issue this week. Such sacrifice cannot continue indefinitely.

We cannot help but wonder where all the Sid Goulds and Nat Forbes, Bernsteins and Crouses, Apples and Thompsons are on this campus.

Are there no egoists who trip on seeing their names in print?

Are there no seniors who have suddenly realized that they have no extracurricular activities to put on job and school applications?

Is everyone really so blissfully happy with the state of affairs?

How about some new ink?

Every Sunday at 4:30 in the *Campus* office.

Letters to the editor

To the Editor:

The College is extremely fortunate to have been able to persuade Professor Rio Cecily Howard, formerly of the University of Miami, and the University of San Diego, to come as a visiting professor to teach one of the new Core Courses being offered this coming January. She will be teaching CC 02.5, "The Sinking of Noah's Ark: the Bible and Biologists in the 18th Century," and in persuading her to come, we have taken the first step in filling one of the major gaps in our catalogue, making available for the first time something in the history of science.

I write to commend this course to the serious attention of the College, perhaps because I'm aware that there are students (and perhaps even members of the faculty!) whose humanism is so pure and unsullied that they prefer to have nothing to do with the sciences, or who perhaps feel themselves incapable of coming to terms with that segment of human endeavor. On the other side of the fence, I remember being told last year by a pre-med that there were quite literally no courses in either the humanities or the social sciences that he thought worth his time. Most of us don't feel the polarization of the two cultures quite so acutely, and wish we had both the time and the skills necessary to be better educated in fields other than our own. But as a College we do little to bridge the gulf, and certainly in our department we almost totally ignore the history of science, because we are not equipped to deal with it adequately.

Yet properly seen, the history of science is not simply a description of how Copernicus built on and differed from Aristotle, or Darwin from Lamarck; rather, it comes out of the laboratory, and out of the realm of pure ideas, to study also the relationship between scientific and technological development on the one hand, and social change on the other. We ignore this interaction at our peril, and have only to go back a few years to see how the mothers and fathers of the atomic bomb were horrified at the uses to which their children were put.

Yet questions of this sort are by no means unique to the twentieth century; as historians are never tired of pointing out, the study of the past can help to enlighten our own days by showing how other men and women in other times have dealt with problems which, at their core, are related to those we face.

I very much hope therefore, that neither a fear of the sciences, nor a disdain for the humanities, nor a weariness about visiting professors, will cause us to overlook a course which promises to be extraordinarily fruitful for the College.

Nicholas R. Clifford
Chairman, History Department

To the Editor:

I would like to take this opportunity to thank all the volunteers and donors who helped to make the college Blood Drive of October 21st so successful. Due to the lack of interest in previous years, a new tactic was employed to increase the number of participants and to make the students aware of the importance of contributing to such a vital community service.

To promote enthusiasm, a contest was established between the fraternities and M.C.A.B., in hopes that the ten keg challenge would be the source of some competitive spirit. The idea was such that the organization parti cipating in the drive with the least amount of donors would give ten kegs for a campus party to be held in November. Dealing in absolute numbers, the College out-totaled the fraternity donors, but percentage-wise, the fraternities' participation was far beyond that of M.C.A.B.

The idea and preparation of this inter-college challenge is for the most part to be credited to Buck Parson and Gary Beleakley of Delta Upsilon. Their time spent in passing proposals in the respective councils, and their mass recruiting job proved profitable the D.U. finished first within the I.F.C.

In reference to the debates held last year to rid the College of all fraternities, I personally feel that the outstanding effort on the part of all the fraternities combined is solid evidence as to their increasingly beneficial impact on the college community.

Everyone's time and effort is much appreciated, especially those who spent the day in McCullough Gym, helping to register, type, and assemble equipment.

The end total of 284 pints of blood donated is above that of many recent years, but I feel with a combined effort on the part of this entire campus, we could take this project seriously and surpass that number by far in the spring.

Sally Nestler

To the Editor:

The frat-college meal question is becoming ludicrous. I think the deans have overlooked the main issue. Mr. McKinney claims that the swelling in frat interest has been due to last year's controversy. I would think that this might turn people away from the frats. Who wants to eat or live at a place that they don't know will be allowed to survive? Why would someone shell out extra money just to save the frats, especially if they weren't already a member? I think that maybe Mr. McKinney and the other deans who believe this idea might look beyond to the real issue -- the question of food quality.

Maybe they haven't experienced the revolting slop that is dished out in Proctor. If one has to eat this stuff three times a day for a while he begins to search for a palatable alternative. Proctor food and the atmosphere just can't compete with the frats.

Instead of just grumbling that the frats have too many people wanting to eat here, the deans should get to the meat of the matter and decipher why people would

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what it was supposed to be, where it came out, is everyone o.k?

By A. RICHARD TURNER
Dean of the Faculty

At the moment of this writing, Thursday, October 24, we have a Winter Term Curriculum, and the indispensable Ms. Marion Holmes, Secretary of the Faculty, is about to return it to the **Campus** for final touches and printing. All, except possibly some Freshmen, know that a new Winter Term Curriculum was voted by the Faculty last spring, arrangements described fully on pages 34-36 of the **Handbook**. The questions now might well be, did the Faculty meet the mandate it set for itself, and if not, does it matter?

On the face of it, the answer to both questions has to be yes and no, but definitely a fairly large and affirmative **No**. We do indeed have eight Core Courses as stipulated, but probably many would argue about whether they all really correspond to what is prescribed in the **Handbook**. And while the original legislation suggested two such courses per division, there are none from either the sciences or the languages.

Further the legislation prescribes a clear division into Intensive and Experimental courses. As the courses came to the Curriculum Committee, we began to see that the intensive—experimental distinction on paper in fact doid not find realization as the courses were formulated, that in fact faculty members themselves had strongly varying views as to what might constitute intensive courses and what experimental, and that even the Committee itself was puzzled as to how to sort out these two categories, with the end result that we did not finally attempt to categorize courses in the catalogue this way.

My own view of the whole situation is relaxed and positive. I think the core courses, though they may not match the originally proposed idea **in toto**, are strong courses, staffed by good teachers, and that on the whole they will be attractive to the student body. The pragmatic fact is, whatever mandate the Faculty gave itself last spring, these courses are the response that the Faculty managed to generate. Students should know that the curriculum was discussed and worked on with vigor, particularly with the indefatigable assistance of Mr. Mother Hen "David" Stameshkin, who cornered almost evey faculty member on this campus at some point or another, and talked to a number of students, work for which the Curriculum Committee is grateful.

Certainly one of the best things about the Core Curriculum as realized is that more than ever before we will be seeing faculty members at work with one another in courses. One of the things which remains to be seen is whether the idea of Moderators, interested and enthusiastic teachers who know very little about a subject, will work in practice.

I know already that student opinion is divided on this, some students feeling that the idea of having a professor in a non-authoritative position learning alongside of them is stimulating, while others take the position that they'll be damned if they want to learn genetics from Catton, or Abraham Lincoln from Saul. As with so many things in Winter Term, we launch on yet another unknown, and we ought to approach it strong and open-minded. I believe it will be a clear success, but then I'm not an undergraduate.

Finally, I'd like to say I personally don't think we have anything alarmingly new this Winter Term in terms of a **formal** curriculum. What we do have are new human combinations, new configurations of teachers, some from quite different disciplines, talking to one another. I suppose the world is divided between people who like to work from plans towards the incorporation of persons in those plans, and, on the other hand, people who have a basic trust in gathering persons, and letting plans emerge from the inter-action of those persons. Either position obviously is purist, and either position adhered to rigorously probably is not going to result in much curricular movemnt.

I gravitate toward the latter position, and that's why I'm excited about what we're going to be doing this Winter Term. I am hoping, indeed expecting, that some of our new Winter Term courses are going to turn out to be challenging for both students and faculty. We need solid models, a model or two or three, to suggest to other good people what it is possible to do. A good

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hard and soft core

By DAVID STAMESHKIN
Special Assistant to the Dean of the College

Before your very eyes rests the greatest academic Winter Term program ever presented west of Dartmouth and east of SUNY at Fort Ticonderoga. In addition, the Core Program, in only its first year, is already infinitely better than any Core Program ever attempted here! And, if there is one person responsible for such a brilliant collection of outstanding offerings, it ain't me, baby.

Although I was the person selected by the Curriculum Committee to bring faculty together in the Core Program, as well as to nudge faculty into thinking earlier than before about their Winter Term offerings, I cannot take the responsibility for this outstanding result. Actually, the congratulations are due to the Midd faculty itself. Unbeknownst to many students, there are an enormous number of faculty members who **care** for this institution—they are willing to sacrifice their few moments of leisure time (much less their lives and sacred honor) in order to organize totally new courses (Hard and Soft Core)— although already burdened by heavy fall and spring term teaching loads. Old Chapel was particularly pleased by this altruistic expression of faculty cooperation. (After all, nobody **enjoys** firing people in mid-year).

Every Core Course, of course, is exceptionally exciting. However, I would like to call your special attention to Professor Howard's History of Science offering. Ms. Howard, according to inside sources, is the find of the year, and will thrill Midd students with an incredible combination of genius, charm, enthusiasm, and knowledge. The course itself might even be decent. Prof. Howard will be backed up by a bevy of heavies who will serve as moderators: Dean A. Richard Turner (Very Heavy!), Chris Watters (a little heavy), and Bruce Peterson (who used to be even heavier).

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winter term and alumni avocations

By DENNIS O'BRIEN
Dean of the College

I believe it would be interesting if the College would stop asking what it should be doing for students. Students aren't really all that important. After all, one is only a student for four years, and that, early on in life. I suggest that we start asking what we should be doing for future alumni.

The change in question is significant. A **student** is an apprentice in a departmental major or a charge in some particular class; a future alumnus is a banker, businessman, politician, potter who happens to have spent four years at Middlebury College at an earlier date. What was a departmental **major** while a student is in most cases now only a minor note in a quite different life "major." A student vocation remains, at best, an alumnus's avocation.

Now, it is standard argument to say that the discipline and habit of a departmental major are something which carries over into the life's work even though, again in most cases, that work does not have direct relation to the subject matter of the undergraduate study. Accepted. But the argument works only part way. What is transferred seems to certain **general** forms—habits of hard work, habits of analysis, habits of synthesis and construction—and these might justifiably be learned in **any** undergraduate major.

One may well transfer a talent for accurate reading and careful composition to work as a lawyer, ad man, or director of the CIA or SDS. But what remains of the special culture of English literature, philosophy, anthropology, or physics in which these general habits were learned? Where will the care for these high matters continue to be expressed?

This is a comment on the Core Courses of Winter Term. My hope was that in the Core Courses faculty would have a chance to function as alumni pursuing avocations, rather than as students (masters) pursuing a vocation. We hope, I hope, that Middlebury alumni will continue when they leave the College to be interested not just in the general analytic tools of education, but in the particularly valuable **contents** of the academic disciplines. We want them to read hard literatures, poetry, be sensitive to the aesthetic and economic environment.

Except for a diminishing minority who go on in academia, the reading of core materials in the intellectual traditions will be a "side-line," an amateur's work, not a professional's. Without interested, lively amateurs in science and taste, we will either be left to the decisions of the wholly incompetent or the dictates of the artistic and technological czars.

It was my pious hope, then, that faculty in Winter Term would visibly display their own avocational interests, their own broader curiousities on important and perennial issues. The core notion of "moderator" is the euphemism for "eager amateur," "curious dilettante," "intelligent adventurer."

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the winter of our discontent

By PAM MARSH

As I see it, Winter Term should be a month-long period for concentrated study in "traditional" course areas, experimentation with new course ideas, innovation in course structure and reaching, and independent study and internships. It should be a period of learning not only for the student, but also for the professor, and its courses should not duplicate those given during the regular terms.

Often the amount of material to be covered during the regular term precluded careful analysis of area, which would be perfect for Winter Term study. Or perhaps a class discussion would lead to an idea for a course tangential to a faculty member's recognized field, but within his field of interest.

Team teaching has not been too successful during the regular term, partly due to the limitations on faculty time caused by teaching two or more courses at once. The one-course structure of Winter Term better allows for team teaching.

Student-taught courses have been a valuable part of Winter Term--some of these are cooperative (such as Reading Courses) and some are individually taught in a field where the student has some particular expertise.

Finally, independent study and internships should be encouraged during this period, as this is the only term when other courses do not compete for the student's time, and the only term in which it is possible for most students to do any kind of off-campus independent study or internships.

Last year, many people felt that both students and faculty were not getting what they should out of Winter Term and that Winter Term should be generally tightened up. Plus the administration badly bungled estimates of students on campus last Winter Term, and suddenly realized that there were not enough course slots for all the students who would be here. Thus, Dean O'Brien and the Curriculum Committee came up with the new Winter Term proposals last spring; these were intended to alleviate both the apathy and the overcrowding.

These proposals are going into effect in January. The course structure may accomodate all students remaining on campus (I still question why we need a new curriculum to cover up administrative bungling), but this program will probably be even more conducive to apathy than its predecessor.

The new curriculum is to be divided into Classical (or Core) courses, Experimental courses, Intensive Study courses, and independent study and internships. The College **Handbook** tells us, "In the Classical Curriculum, courses are organized around great figures, issues, texts or techniques which transcend the easy classification of normal departmental interest." I have no quarrel with the concept of the Classical courses, but I disagree with their organization and the assumption that they did not exist (under different names) in the old Winter Term curriculum.

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WINTER TERM REGISTRATION

Registration Materials: Your Winter Term Registration Card will be placed in your mail box on Friday, November 1. It must be returned to the Registrar's Office by Friday, November 8, sooner if possible, in that the priority system depends in part on the random order in which cards are returned.

Instructions:

1. In consultation with your Adviser list seven (7) courses in order of lessening preference, **including among the seven at least two (2) Core Courses**. Be sure course numbers are complete and accurate, and that your Adviser has signed your card.

2. If you elect a course numbered 500 (see 4. under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of both your Adviser and Chairman of the Department.

3. If you elect a course numbered 600 (Internship or Independent Winter Project, see 1. and 2. under Independent Work).

a. Your project must be approved by the Curriculum Committee prior to registration.

b. You must obtain the signature of your Adviser.

c. You need complete only the first choice on your Registration Card, provided you have received official notice of approval of your project by the Curriculum Committee. If not, you must register for **seven** courses and seek a course change in the normal manner if you are approved later for an Internship or Independent Winter Project.

4. If you elect a 700 course (see 3. under Independent Work), you need complete only the first choice on your Registration Card, and obtain the signature of your Adviser.

5. Reading Groups.

a. Groups approved by the Curriculum Committee **prior** to registration: complete only your first choice, designating it ID 600, and obtain your Adviser's signature.

b. Since a late decision moved registration earlier than the final date for forming reading groups, students contemplating a reading group **not yet approved** by the Curriculum Committee at the time of registration must elect **seven** courses. On approval of a group by the Curriculum Committee the students involved will seek a course change in the normal manner to ID 600.

6. You must submit a Winter Term Registration Card even if you are **not** electing a Winter Term program. (There should be a brief note of explanation, e.g. "On Leave.").

74-75 WINTER TERM REGISTRATION CARD — ASSIGNED CHOICE →

STUDENT NAME _____ STUDENT NUMBER _____ BOX NO _____

WINTER

Choice	Course Number	Choice	Course Number
1st	BI 28.5	6th	ED 38.5
2nd	HI 47.5	7th	MA 48.5
3rd	CC 01.5		
4th	AL 195		
5th	CC 05.5		

INSTRUCTIONS

1. List courses in order of preference, indicating seven (7) choices.
2. At least two (2) choices must be core courses, designated by the departmental prefix cc.
3. After obtaining your advisor's approval, hand in this card at the Registrar's office.

SIGNATURE OF ADVISOR
ADVISOR APPROVAL

Independent Work

1. Independent Winter Projects: Students who register for Independent Winter Projects (i.e., projects similar to a 500 project during the Fall or Spring) are to designate their studies by the course number 600, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Independent Winter Project." (For example: English 600, Independent Winter Project.)

2. Winter Internships: Students who register for Winter Internships are to designate their choice by the number 600, preceded by IN, and succeeded by the title "Internship." (For example: IN 600, Internship.)

3. Senior Independent Study: Students beginning or continuing Senior Independent Study (usually a Senior thesis or independent reading in preparation for comprehensive examinations) are to designate their study by the course number 700, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Senior Independent Study." (For example: Psychology 700, Senior Independent Study.)

4. Honors: Seniors beginning or continuing Honors work are to designate their studies by the course number 500, preceded by the name of the department in which they are pursuing it, and succeeded by the title "Honors." (For example: Physics 500, Honors.)

Priorities for Registration

Eight Core Courses will be mounted this year, averaging sixty students, but with a faculty/student ratio of 1:20, assuring the sort of personal contact that characterizes normal Winter Term courses. Because several faculty members will be committed in advance to each course, it will be necessary that these courses run at near capacity enrollment. While the Curriculum Committee is confident that the Core Course offerings are attractive and will be heavily subscribed, should registration prove a course or courses to be seriously underenrolled, the Curriculum Committee will eliminate the course or courses, and negotiate reassignment of faculty, and/or possibly the opening of additional courses, and will inform the community of the revised options.

As in the past, every effort will be made to place students in their first choices, with seniors having first preference, juniors second, and so forth. **In order that the system function smoothly and fairly, it is essential that all students– except those registering for Independent Winter Projects, Internships, Honors, Senior Independent Work, or already approved Reading Groups– must offer seven (7) choices.**

Students who have permission to do Independent Projects or Internships may register instead for a choice of seven courses if they prefer, without informing the Curriculum Committee of their change of plans.

Registration

Each student must return his or her signed card to the Office of the Registrar no later than 3 P.M., Friday, November 8. Failure to do so will severely limit a student's choices, since course assignments will be made immediately upon the conclusion of Registration.

The results of Registration will be posted by the Registrar in Proctor Hall, the library, and the Registrar's Office.

Course Changes

may be made at Spring Registration, Monday, December 9, and during the first three days of the Winter Term.

Physical Education Registration

Registration for Winter Term Physical Education instructional courses will be held in the Memorial Field House Lobby from 9-12 and 1-4 on December 2, 3, and 4. Further details will be posted in the Field House.

Winter Term 1975

The Winter Term offers students and members of the Faculty unique opportunities for study. Each student enrolls in only one course; each instructor teaches only one. Though a course may be offered in successive years, each year it must be introduced and approved anew. Students may study at the College or away from it, independently or as participants in a course, in their major fields or in disciplines they have never studied before. Also, a student has the opportunity to undertake a Winter Internship instead of a formal study. Winter Term exchange arrangements have been established with selected colleges. For the full description of the Winter Term as voted by the Faculty last spring, see pages 34-36 of the 1974-75 **Handbook**.

The idea of a Core Curriculum is new this year, and offers the student a choice of eight courses, each collegially taught by several members of the Faculty, the subject of each either explicitly or by the issues it implies touching upon enduring problems of thought and conduct, either classical concerns, or fundamental challenges presented by our changing society. Each course will be taught by both Director (teacher with an expertise) and Moderator (teacher from outside an area, who with the students will learn a subject unfamiliar to them). While it is hoped these courses will average about sixty students each, adherence to a 1:20 faculty/student ratio will insure personal contact, indeed a situation more favorable than some regular courses where enrollments may go as high as forty students to one instructor.

The rest of the Winter Term curriculum will consist of a variety of courses, both interdepartmental and departmental, and at various levels from beginning to advanced. Some of these courses are intensive in character, offered by a teacher usually in the field of his or her specialization, and offerings intended for students with some background, while others are experimental, in the sense of offerings not of a kind normally available in the curriculum, and/or not central to a teacher's specialization, and/or conducted in a form different from normal course patterns.

A department may require its students to take no more than two of its Winter offerings during four years; a student may not pursue his Freshman and Sophomore Winter studies in the same department, and over four years a student may take no more than three Winters in one department. There is no limit to the number of Interdepartmental courses a student may take. If a student takes an Interdepartmental course during his Freshman year, he may, as a Sophomore, take either another Interdepartmental course or any regular departmental course.

WINTER GRADING SYSTEM

In order that members of the Faculty might offer courses not suited to letter grading and that students might be encouraged to study subjects unfamiliar to them, Winter courses and Independent Projects are graded as Pass, Fail, or Honors. In Winter courses which would lend themselves to the letter grading system, Pass is equivalent to a grade of C– or more. Winter Internships are not graded. If a student fails to meet the responsibilities attendant on Internship, he will receive no credit for the Winter Term and will have to make up the credit in a manner approved by the Curriculum Committee. For purposes of graduation, academic standing, probation, and other appropriate concerns, receiving credit for an Internship will be equivalent to a Pass grade and failure to receive credit shall be equivalent to a Fail.

Students who fail Winter courses, Independent Winter Projects, or Internships will be placed on probation and required to undertake studies, approved by the Curriculum Committee. Appropriate work in a summer school is frequently accepted. Failure in this work will normally result in dismissal from the College.

Continuing work, such as a thesis, Honor project, or Senior Independent Study, which is either begun, continued, or completed during the Winter Term, will be graded under the letter system when the work has been completed. Prior to that time the work will receive an "In Progress" grade of Satisfactory or Unsatisfactory.

All other Winter work must be completed by the end of the Winter Term. Grades of Incomplete will be submitted according to the usual procedures, and students receiving such grades must complete their work satisfactorily by the end of the Spring Term immediately following.

WINTER INTERNSHIPS

Winter Internships are designed to involve significant, high level exposure to the fundamental work of an established profession.

Internships must be sponsored by a member of the College Faculty or staff who is qualified to judge whether the proposed Internship is of sufficient scope to be of value and to assess the results of the Internship experience. In addition to a campus sponsor, the student must have a written confirmation of his project from an on-site supervisor who is willing to write an assessment of the student's work as an Intern. At the end of the Internship, the student, his on-campus sponsor, and his on-site supervisor must submit evaluation reports to Dean Turner, Chairman of the Curriculum Committee.

Freshmen normally will not elect an Internship, and students who take more than one internship in four years should elect them in substantially different fields.

AUDITING

The Faculty encourages students to audit Winter courses. Instructors will accommodate as many auditors as the nature of their courses and the facilities available to them permit. To audit a course students need only obtain the permission of the instructor-in-charge.

INTRODUCTORY FOREIGN LANGUAGE PROGRAMS

[illegible]n language courses, numbered 101 during the Fall Term, will continue during the Winter Term. Each student currently taking such a course, who expects to enroll in 102 in the Spring must arrange a schedule for a continuing language program during the Winter Term. Students are to make these arrangements with their current language instructors at class meetings during the week of November 4 through 8.

Final examinations in language courses, continued during the Winter, will require no preparation beyond that given at weekly drills and laboratory sessions. Grades in continuing language programs will be incorporated into Spring grades in those courses.

Students who continue their studies of an introductory foreign language during the Winter must also pursue a Winter Course or Independent Winter Project. Students enrolled in two beginning language courses which continue during Winter Term will not be required to enroll in a regular Winter Term course; in this case arrangements should be made through the Dean of Students.

CLASSES

The Winter Term will begin on Monday, January 6. Due to the brevity of the Term and the infrequent meetings of many courses, it is imperative that each student attend his first class. At the first meeting of each course, students will be given a schedule of subsequent classes.

The following courses are offered in Winter Term, 1975. Core courses are listed first, followed by Interdepartmental and Divisional Courses, all cross-referenced in the departments from which the instructors are drawn, followed finally by courses offered in the individual departments, listed alphabetically.

Courses are numbered consecutively from **00.5 to 65.5**, and should be registered for accordingly. (Only independent work— 500, 600, 700— does not have a decimal point).

PHYSICAL EDUCATION PROGRAM

For complete program description, see Course Registration Catalogue for Fall-Spring Terms 1974-75, pages 62 and 63.

WINTER LECTURE SERIES

There will be a regularly scheduled series of lectures during the Winter Term. The topics of these lectures will vary from the academic to the sublime, and will bear no evident relation to one another. The Faculty hopes that students as well as instructors, either individually or as panels, will participate in this Series. Students wishing to speak should make arrangements through Professor John Elder.

BOARD REBATES

Students who study off-campus for two weeks or more during the Winter Term are entitled to rebates of part of their board charges. Students wishing rebates should see Dean Wonnacott by December 6.

Courses offered for Winter Term 1975

Core Courses

CC 00.5 American Political Leadership

Directors: Mr. Catton
Mr. Jacobs
Moderator: Mr. Prickitt

There will be a selective examination of some of the more important American political leaders: Washington and a few other Founders (Adams, Jefferson, Hamilton), Jackson, Lincoln and Andrew Johnson, and— very briefly— the major 20th century presidents (TR, WW, FDR, HST, Ike) with special emphasis on FDR. The approach will be biographical, with much greater emphasis upon individuals and upon general background— e.g., Revolution, Civil War, Depression, etc.— than upon a mass of historical detail.

In examining the leaders, particular emphasis will be upon the following: identifiable qualities of intellect, personality, character, and viewpoint in each individual studied; the general state (or principal features) of American public sentiment during that individual's era; the extent to which each individual may be defined as a successful leader, and why; and the degree and kind of interaction or connection between public sentiment— values, aspirations, fears, etc.— and the quality of leadership on display.

Method of Instruction: Although this is essentially a reading and discussions course, there will be a term paper (8-10 pp.) due at the end of the term. Each student will do a paper on one of the three most recent ex-presidents, relating his subject to earlier leaders or evaluating him as a leader.

Limit on Enrollment: 60

CC 01.5 The Sinking of Noah's Ark: The Bible and Biologists in the 18th Century

Director: Ms. Rio Howard
Moderators: Mr. Peterson
Mr. Turner, Mr. Watters

The course will study the development of biological thought in the Age of the Enlightenment, from the Biblical notion that species are fixed in number to the ideas of Lamarck and other forerunners of Darwin's evolutionary theory. We will attempt to show how 18th century biologists, dealing with the problems of generation and reproduction, the classification of living forms and the evidence of geology, were led gradually to propose the idea of evolution in Nature.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 80

CC 02.5 The Computer Impact: Information, Knowledge, and Public Policy

Directors: Mr. Krupp
Mr. Rosenberg
Moderator: Mr. Rikert

The purpose of the course is to acquire a knowledge of 1) the development of information systems, 2) the basic concepts of computer hardware and software, 3) the ways in which computers are applied, and 4) the economic and political consequences of computer usage.

The course will meet four times a week for lecture, laboratory, field study, and discussion. No previous acquaintance with computers is necessary.

Method of Instruction: Lecture, laboratory, field study, and discussion- one session of each per week.

Limit on Enrollment: 60

CC 03.5 The Diplomacy of Henry Kissinger

Director: Mr. Leng
Moderators: Mr. Dry
Mr. Scott

As the chief foreign policy representative of the world's most powerful nation, Henry Kissinger has assumed an extraordinary role as a negotiator and mediator in attempting to resolve the most virulent international conflicts of the past half-decade. His career offers us a unique look at the nature of international politics and diplomacy in the contemporary world. Prior to becoming an active participant in politics among nations, Kissinger wrote extensively on his conception of the nature of international politics and the prerequisites for achieving a workable world order. His subsequent career has provided him with a unique opportunity to put his ideas into practice. His mixed record of achievement offers us a unique opportunity to examine theory in action.

Our investigation will focus on negotiations in Vietnam and the Middle East, as well as the diplomacy of detente with the Soviet Union and China. Our evaluation will be based on Kissinger's own prescriptions, his accounts of events, and those of defenders and critics of his actions.

Method of Instruction: Lectures and discussions. Approximately four short (5 pages) papers will be assigned.

Limit on Enrollment: 60

CC 04.5 The Woman's Voice in Modern English and American Literature

Director: Ms. McDaniel
Moderators: Ms. Schneider
Ms. Whitney, Mr. Heinecken

Henry Adams said, "The proper study of mankind is woman, and, by common agreement since the time of Adam, it is most complex and arduous." This course will examine how women express themselves, how women characterize women, how men characterize women, how these treatments compare with each other and how critics interpret these characterizations. The course will examine a broad spectrum of women's work but will concentrate on four major figures: Virginia Woolf, Doris Lessing, Sylvia Plath, and Adrienne Rich.

Method of Instruction: two lectures and two discussions of one hour each per week

Limit on Enrollment: 80

CC 05.5 God and Caesar

Directors: Mr. Nelson
Mr. Nuovo
Moderator: Mr. Jimenez

A comparison of three ways of speaking about God: political, religious, and theoretical. Examination of the possible relations between these modes of theological discourse, i.e., conflict or coherence, especially when they occur in the work of a single author. Consideration of other related topics, such as the relation between the theoretical and practical intellects; the reasons for the apparent conflicts between politics and public religion on the one hand and philosophical theology on the other; the possibility of the secular state. Most of the texts to be studied are works in political philosophy. Writings shall be selected from among the following authors: Plato, Averroes, Calvin, Hobbes, Spinoza, deToqueville, Leo Strauss, the Niebuhrs, Hans Jonas, Robert Bellah.

Method of Instruction: Lecture, discussion

Limit on Enrollment: 60

CC 06.5 A Catholic Sense

Director: Mr. O'Brien
Moderators: Mr. Clifford
Mr. Haerle

Roman Catholicism exists not only as abstract theology and institutionalized church but as a way of life and sensibility. This course will attempt to discover the particular modes and moods which comprise the Catholic way of life as described in the works of a selection of twentieth century Catholic novelists. In addition, some reading will be done in autobiographical material from the twentieth century.

Novels: **Diary of a Country Priest** (Bernanos), **Morte d'Urban** (J.F. Powers), **Power and the Glory** (Graham Greene), **Memento Mory** (Muriel Spark), **Wise Blood** (Flannery O'Connor), **Viper's Tangle** (Francois Mauriac).

Autobiography: **Seven Storey Mountain** (Thomas Merton), **Diary of a Soul** (John XXIII), **Long Loneliness** (Dorothy Day).

Method of Instruction: Lecture-discussion

Limit on Enrollment: 60

Theory of Film, The Myths of Film

Sharing a common set of films, these two sections of a common course will consider the art of film from substantially different perspectives, as laid out in the descriptions below. It is hoped that there will be dialogue between the sections, both through occasional formal exchange, and more important, discussion between informal groups of students. Students are urged to consult the instructors if in doubt about the choice of a section.

CC 07.5 Theory of Film

Director: Mr. Thiher
Moderator: Mr. Brainerd

The goal of this course is to acquaint the student with the technical and aesthetic possibilities of film as an artistic medium and to study certain recurrent problems that film theorists have posed with regard to the nature of film. Students in this section of the course will first read an introduction to film (Rod Whitaker's **The Language of Film)** so as to be able to discuss certain problems of the film technique. They will then read selected essays from Mast and Cohen's **Film Theory and Criticism** and view films that illustrate the various theoretical concerns these essays delineate, such as film and reality, film as language, the specificity of film as a medium, etc. Students will also read Peter Wollen's **Signs and Meaning in Cinema** as well as supplementary material as may be given out or assigned in class. Films to be seen include such as Bergman's **Persona**, Bunuel's **Un Chien andalou**, Eisenstein's **Potemkin**, Renoir's **La Regle du jeu**, etc.

Method of Instruction: Screenings will take place alternately in the morning and the afternoon, though students and faculty may wish to arrange to see films at other hours. Class time will consist primarily in discussion with occasional lectures and panel discussions. Students will write both a critical and a research paper.

Limit on Enrollment: 40

CC 08.5 The Myths of Film

Directors: Mr. Bates
Mr. T. Gould

This course will concentrate on the continued power of film, in its best and worst moments, to tell a story through moving pictures. We shall attempt to show that power to be a part of the power of film to project before us a world of automatic myth, in fact, a world of our myths. We shall examine the myths of romance, of marriage, of enterprise and politics and heroism, of fathers and sons, and the possibility of dying and living well, near the law but not before the law.

We shall study, in addition, some writings by authors who best anticipated, or modified, this sense of human action and virtue expressed in a story (mythically), for example "On the Paradox of the Actor" by Diderot, Baudelaire's "Painter of Modern Life", Bazin's **What is Cinema?** Stanley Cavell's **The World Viewed** and essays by Panofsky and Warshow among others.

Method of Instruction: There will be a number of joint sessions with the course taught by Mr. Thiher and Mr. Brainerd. There will probably be two short written exercises and a term paper. In addition, the course will require the commitment of a considerable amount of time for the concentrated viewing of the films that will be brought for the course.

Limit on Enrollment: 40

Interdepartmental

ID 09.5 Environmental Ethics

Mr. Elder, Mr. Rainey

The course will be concerned with the question of human responsibility for our physical environment. In the first two weeks of the term readings such as Muir's "American Forests" and John McPhee's **Conversations with the Arch– Druid** will be studied in the attempt to identify the central issues; speakers and more technical studies will help us to consider particular environmental dilemmas. During the second half of the course class members will undertake research into local situations where decisions affecting the environment must be made. Individuals will present their data in seminar meetings, where they will be expected to suggest and defend courses of action.

Method of Instruction: Weeks one and two: reading and discussion; Weeks three and four: research, reports, and discussion

Limit on Enrollment: 30

ID 10.5 The Wisdom of Ancient Judaism

Mr. Halpern

Reading and discussion of the Wisdom literature of the Old Testament– selections from the prophetic books, from the Psalms, Job, Proverbs, Ecclesiastes, The Wisdom of Solomon and the Book of Sirach. We will investigate the nature of Israel as a faith community and consider the teachings of its wise men as an ethos and an ethic.

Method of Instruction: Seminar

Limit on Enrollment: 20

ID 11.5 Alcibiades and the Fall of Athens

Mr. Littlefield

The military, political, philosophical, and sexual career(s) of Alcibiades (c. 450-404 BC), the most flamboyant ancient Greek of them all, diplomat, patriot, pederast, traitor, general, entrepreneur of empire, adulterer, sacrilegious cynic; how he contributed to the excesses, decline, and defeat of Athens in the Peloponnesian War, as seen in the works of Plato, Thucydides, Plutarch, Xenophon, Andocides, and Aristophanes.

Method of Instruction: Seminar-discussion

Limit on Enrollment: 40

ID 12.5 Moonjuice: The Psychologies of Scientists

Mr. McDonald

An investigation of the claims of scientists (and others such as philosophers and mathematicians) to have arrived at ultimate truths regarding the objects of their interests; and of the tendency of both scientists and non-scientists to accept the claims of at least the scientists and mathematicians. It will be suggested that these groups of people share more the careful and discriminate screening of external data to the molds of their minds so perfectly exemplified by Plato rather than the much more open acceptance of raw external data that Hume professed to entertain. Karl Popper claims to have found a minor error in Hume's thinking while claiming that good scientists (a very limited group in number according to him) are really Humean. After a brief introduction to the philosophies of Plato and Hume, this view will be questioned through a close reading of such people as Popper, Kuhn, Monod and Medawar; and Kierkegaard will, perhaps curiously, be held up as a model of how to try to present personal views to people with different genetic modes of thinking from one's own.

It will be argued that scientists have ridden to acclaim at least partly on the general economic and technical advances of the last three centuries, and that these advances have had much less to do with the activities of scientists than the work of inventors such as Edison or Bessemer who worked with the world around them rather than with their own mental concepts.

Method of Instruction: Lectures and seminar discussions (two of each) each of the first two weeks; three seminar discussions a week thereafter. A paper will be required.

Limit on Enrollment: 16

Prerequisites: 1) Some understanding of the claims made by scientists in any particular field, e.g., botany, physics, chemistry, and even mathematics, as evidenced by a course in the field or a moderately deep amateur interest; 2) A willingness to read and try to digest the writings of some ten considerable thinkers; and 3) An ability to discuss ideas in a seminar. Please, if you aren't able to talk in a moderately formal group, **do not** elect this course.

ID 13.5 Taoism and Its Effect on Chinese Thought

Mr. James Myers '75
(Sponsor: Mr. Clifford)

An examination of Taoist thought from its earliest manifestation in the writings of Yang Chu through the classic texts of Lao Tzu's **Tao Te Ching**, the **Chuang Tzu**, and the **Lieh Tzu**. The effect on Chinese thought will be shown through the poetry of Li Po and by an examination of Chinese art. Class discussion will be based on some of the finest translations available and on two excellent secondary sources. It is hoped that at least one class will be composed completely of slides for discussion.

Method of Instruction: Seminar

Limit on Enrollment: 15

ID 14.5 Images of the Family

Mr. Pack
(assisted by Mr. Margolis)

Poems and short stories, dealing with family situations, will be read in the context that each work of art provides, and in the light of various psychological theories about the family as an institution. Some of the writers whose work will be considered are: Joyce, Kafka, Chekov, Frost, Yeats, Stevens, Freud, Erikson, Bettelheim, Dreikurs and Adler.

Method of Instruction: Discussion group meeting three times a week

Limit on Enrollment: 20

ID 15.5 Surrealism: A Way of Art, A Way of Life

Ms. Rifelj, Mr. Stitt

A study of Surrealism– its theory, its history, and its application in poetry, in painting, in film, and in life. There will be stern lectures, inspiring discussions, and highly irregular happenings. Students will be expected to see the marvelous in art and in everyday life and to produce it in enchanting and debonair ways in the media of their choice. "Being of serious demeanor, it is unintentional when I laugh. I always apologize very affably."

Method of Instruction: Lecture, discussion, seminar, accident

Limit on Enrollment: 40

ID 16.5 Hitler

Mr. Stone

An examination of the rise to and maintenance of power by Adolf Hitler. We will address ourselves to the question of how and why it happened in Germany, and we will investigate in depth the machinery by which Hitler was able to maintain power from 1933-1945. Other faculty members will participate in the course from time to time. There will be extensive and intimidating reading assignments. Students will be asked either to present a seminar report or to write a paper.

Method of Instruction: Lecture-Seminar

Limit on Enrollment: 20

Foreign Language

FL 17.5 Introductory Swahili **Mr. Spencer**

An introduction to the Swahili language. The emphasis will be on reading, but there will also be conversation exercises.

Method of Instruction: Daily classes several times a week

Limit on Enrollment: 12

American Literature

AL 18.5 West Indian Folklore

Mr. Beck

A close perusal of West Indian customs, tales, superstitions, beliefs and songs with comparative analysis being stressed between African, European and American customs. Slides, recordings and field notes would be the basis for class discussion.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

AL 19.5 Vladimir Nabokov

Ms. Holly

The aim of this course will be to read, enjoy and seek to understand the fiction of the unique, enigmatic novelist, Vladimir Nabokov. The focus of the course will be on five of his English novels, **Bend Sinister, Pnin, Lolita, Pale Fire** and **Transparent Things**; if time permits, the reading may also include one or two of his Russian novels, in translation. Students will also be required to read Nabokov's autobiography, **Speak, Memory**, stories in the collection, **Nabokov's Dozen**, and a number of his interviews. Although the course requires no prior knowledge of Nabokov, it is designed for students who are seriously interested in the study of fiction.

Method of Instruction: Seminar. Class participation and several short papers will be the basis for evaluation.

Limit on Enrollment: 20

AL 20.5 American Humor

Mr. Martin

A study of the American comic imagination especially in the early 20th century, with a consideration of sources in the Colonial period and the 18th and 19th centuries. Readings in Brom Weber, **The Art of American Humor**, Constance Rourke, **American Humor**, Ambrose Bierce, Ring Lardner, Sinclair Lewis, Nathaniel West, John Barth, Bernard Malamud, Philip Roth.

Method of Instruction: Reading and discussion; paper

Limit on Enrollment: 20

See also INTERDEPARTMENTAL

Art

AR 21.5 Woodcut

Mr. Bumbeck

An intense investigation of relief printmaking with primary emphasis on the plank grain woodcut method. Slide lectures on important historical movements such as the German Expressionists and thorough studio experience expand the student's graphic vocabulary and provide insights into a contemporary handling of this medium in monochrome and in color. Students will be expected to purchase tools and materials.

Method of instruction: Slide lecture, studio workshop, individual and group criticism

Limit on Enrollment: 20

Prerequisites: Basic Design or portfolio preferred for admission

AR 22.5 Writing about Art

Mr. Hunisak

When confronting the problem of discussing art, we are faced with a fundamental dilemma. How can words convey the non-verbal experience of paint surface, sculptural volume, or architectural drama? Can we possibly describe the **meaning** of a work of art? In this course, the student will be asked to confront such issues in an intensive writing program, based on local buildings and the Middlebury College permanent collection. Selected readings in descriptive and critical writing about art will form a constant reference point as the student pursues personal mastery of such written expression.

Method of Instruction: Seminar

Limit on Enrollment: 20

AR 23.5 The Object Beyond Realism
Mr. Markhoff

Analysis and dissection of visual and physical properties of a found object. Composition of different objects. Visual means versus literary means. Studies in clay, plaster. Assemblage of found objects.

Method of Instruction: Studio

Limit on Enrollment: 20

AR 24.5 Watercolor for Rank Beginners
Mr. Reiff

The student will experience the full range of this medium from the tight, dry descriptive approach as practiced by Albrecht Durer (d. 1528) to the free, expressionistic manner of the modern artists such as Nolde (d. 1956) and Paul Klee. A demonstration of Chinese brush techniques will introduce another aspect, one outside the western tradition. Most of the work will be done in the studio where the student will be induced to experience the historical situation synthetically. In short, exercises will be designed to lead students through art history by simulating conditions and situations in the studio which may have stimulated the artists of the past to paint as they did.

Method of Instruction: Studio and Lectures

Limit on Enrollment: 20

AR 25.5 Studio: Abstract Painting
Mr. Steinbach

To initiate the student into the problems involved in the conception and evaluation of abstract painting. Studio assignments aimed at establishing common criteria will evolve to include a more individual interpretation in the formation of a visual metaphor. The effects of 20th century media on the artist's outlook will be explored via slides, discussions, and a trip to New York City museums and galleries.

Method of Instruction: Studio, slides, discussions, trip to museums and galleries

Limit on Enrollment: 20

Prerequisites: Design

AR 26.5 Understanding Drawings
Mr. Richard Wunder

The course objective is to establish a basis for the recognition of various types of drawings from the Renaissance to the early 20th century, leading to the capacity for making qualitative evaluation of drawings in general. Examples included in the exhibition, to be held in the Johnson Gallery concurrently with the course, will be studied in detail. Particular emphasis will be given to Italian and French drawings for architecture and ornament. Written or oral reports will be made during the course.

Method of Instruction: Seminar meetings and individual conferences

Limit on Enrollment: 20

Prerequisite: one course in the History of Art. Studio concentrators are encouraged to participate.

See also CORE COURSES
See also INTERDEPARTMENTAL

Biology

BI 27.5 Islands and Evolution: Cabbage Trees, Dragons, and Wingless Flies
Mr. Bell

The study of island life has played a major role in the shaping of evolutionary theory, from the study of species distribution and specialization by Darwin and Wallace to the theory of island colonization and species equilibrium of MacArthur and Wilson. This course will examine the nature of island life in an attempt to discern ecological relationships common to all life on earth. Special attention will be paid to theories related to the following topics: species diversity, ecological specialization, and niche overlap. A wide range of island literature will be read and discussed, including papers on natural history as well as rigorous experiments testing theoretical models.

Method of Instruction: Assigned readings, open discussion, and an original paper

Limit on Enrollment: 20

Prerequisites: BI 110, BI 314, MA 112

BI 28.5 Experimental Methods in Parasitology
Mr. Fischer

Rats, flour beetles, and tapeworms will be used to demonstrate techniques used in parasitological research. Four major areas in parasite ecology will be examined experimentally: 1) life cycles, growth, and pathology; 2) larval triggers; 3) crowding and competition; and 4) nutritional requirements. Laboratory sessions and independent research constitute the main portion of this course. Animal care and field trapping expeditions will entail occasional weekend attendance. Students will be graded on the basis of a written report submitted after completion of their independent experimental work.

Method of Instruction: Laboratories and independent research

Limit on Enrollment: 20

Prerequisite: BI 110

BI 29.5 Topics in Human Genetics
Mr. Saul

Methods of studying human genetics and the genetic structure of human populations, consideration of variability in human populations as a result of gene mutation and chromosome aberration, and other topics of current interest. Sample topics: segregation and recombination in humans, pedigree analysis, lethal genes and genetic load, effects of chromosome changes, genetic effects of radiation, gene frequencies and racial differences, blood group genes, the genetics of immunological reactions and tissue transplantation, cell culture and its relation to linkage analysis, gene action and "inherited disease," oncogenic viruses. This course is designed for students who wish a solid foundation in human genetics in order to gain a better understanding of some current societal problems, as well as for those who wish to apply genetics to the study of disciplines within or outside of the natural sciences.

Method of Instruction: Lectures, discussion, readings, problems, a paper

Limit on Enrollment: 30

Prerequisites: BI 103 or BI 110 or a secondary school course which included basic mendelian genetics, cell division, and DNA and RNA

BI 30.5 The Polar World
Mr. Young

The Polar regions contain virtually all of the world's major wilderness areas, and less than one percent of the world's population. These areas are now coming under pressure for exploitation unparalleled in the history of man. This course will consider the special aspects of the polar environment, the various demands that are likely to be made on this environment in the near future, and the probable results of the possible forms of development.

Method of Instruction: Lectures, discussion sections, possible field trip; major individual project and presentation

Limit on Enrollment: 20

Prerequisite: Non-science majors encouraged. Consultation with instructor before registration encouraged

See also CORE COURSES
See also INTERDEPARTMENTAL

Chemistry

CH 31.5 Medical and Clinical Chemistry
Mr. Bennett

Practicing physicians and, in turn, the patients they treat rely heavily upon the results of clinical laboratory tests. Participants in the course will study the procedures and underlying principles of clinical chemistry. An overview of the broad range of analytical procedures and the frequencies of their use in the clinical laboratory will be followed by a detailed look at several protocols. Acid-base, gas, and electrolyte equilibrium phenomena and enzymatic activity will be examined. Several procedures will be tried in the lab. The chemical principles utilized in the operation of clinical automatic analyzers will be examined. The class will tour the labs of both a small hospital and a large medical center.

Method of Instruction: Lecture, discussion, laboratory, field trips

Limit on Enrollment: 20

Prerequisite: One semester of Chemistry or consult instructor before registration

CH 32.5 Glassblowing **Mr. Harnest**

A practical course in the art of blowing glass in the construction of glass apparatus for science projects. The laboratory experience will start with mastering the simplest operation of joining two pieces of glass tubing of the same diameter (straight joint) and progress to increasingly sophisticated joints and seals, including the ring and Dewar (thermos bottle) seals. Instrumentation experience will include use of glassblowing lathe.

Method of Instruction: Lecture demonstration and laboratory

Limit on Enrollment: 10

CH 33.5 The Mother's in the Vinegar, but the Cider's Got the Pop: Production of Chemicals by Fermentation Processes
Mr. Pool

History of the development of the fermentation industry; production of chemicals (ethanol, alcoholic beverages, butanol, acetone, citric acid, etc.) by fermentation; production of yeast, vitamins, enzyme preparations; utilization of microorganisms as analytical and/or synthetic tools.

Method of Instruction: Lecture, discussion, student reports, and term paper

Limit on Enrollment: 40

Prerequisites: BI 110 or one semester of Organic Chemistry

CH 34.5 Symmetry in Chemistry **Mr. Roberts**

One of the fascinating aspects of molecules is their symmetry. A study will be made of symmetry elements and symmetry operations within the framework of group theory— a simple but very powerful branch of mathematics. Application will then be made to several situations of special chemical interest. The advantage of this approach to the examination of atomic and molecular structure is that overwhelmingly complex problems can be broken down into simpler parts with relative ease.

Method of Instruction: Lecture and discussion

Limit on Enrollment: 40

CH 35.5 Light: The Ultimate Energy Source
Mr. Schuh

After an elementary introduction to the nature of atoms and molecules, the interaction of electromagnetic radiation with atoms and molecules will be studied qualitatively. This material will form the groundwork for the core of the course which will be to examine how light is being used and will be used in the future to supply man's energy needs. The main topics in the course will be a) introductory photochemistry, b) lasers and how they work, c) photosynthesis, d) use of sunlight for energy. Much of the course material will be taken from **Scientific American**.

Method of Instruction: Lecture and discussion and simple demonstrations when possible. Class will meet four days per week. Student presentations.

Limit on Enrollment: 20

Economics

EC 36.5 The Sports Business
Mr. Claudon, Mr. Korbel

"A professional sports league is essentially a cartel with the purpose of restricting competition and dividing markets among firms in a conscious manner." In any other industry such behavior would be considered a per se violation of antitrust laws. Why is it not in the sports business? A major purpose of this course will be to consider whether "the peculiar requirements of sports— that teams must not differ too greatly in playing strength if popular interest in any team is to be maintained— demands the special status sports enjoy as compared with government policy toward other forms of business enterprise." Some of the topics to be covered include: the profit maximizing hypothesis and the professional sports firm; player salaries relative to their productivity; the price discrimination model as applied both to the selling of sports team output and to the buying of players; social benefits relative to social costs of professional athletics; professional sports as public goods. After several introductory sessions, students will be divided into study groups which will focus on one particular aspect of the sports business. In the final week of the course, these study groups will present the results of their research to the other members of the class.

Method of Instruction: Lecture, followed by seminar presentations by study groups

Limit on Enrollment: 50

Prerequisite: EC 155

EC 37.5 Personal Financial Problems **Mr. Smith**

This course is directed toward filling needs of students who soon will have to make intelligent decisions with respect to 1) designing, building, buying or renting homes, 2) insuring property, homes, cars, and their lives and health, 3) developing appropriate retirement plans, and 4) formulating savings programs.

Method of Instruction: Lecture-discussion, guest speakers, evaluation groups processing student housing and insurance plans, short field trips

Limit on Enrollment: 30

See also CORE COURSES

English

ED 38.5 Writing Short Fiction **Mr. Clagett**

A writing and discussion course. In the first week there will be lectures on the art of short fiction. The class will meet daily during this time for two hours. The students will write during the second week. The third week will be devoted to the reading and discussion of student work. The fourth week, again, is devoted to writing. The final days of the term will be used to read and discuss the outstanding productions of the class. This course is designed for freshmen and sophomores, for students who do not yet wish to devote a term to creative writing, but who could benefit from a winter term of experimentation. Satisfies Freshman Writing Program requirement.

Method of Instruction: Lecture, discussion, performance

Limit on Enrollment: 20

ED 39.5 The Political Imagination of Renaissance Literature: Three Case Studies
Ms. Crehan

"He who is unable to live in society, or who has no need because he is sufficient for himself, must be either a beast or a god; he is no part of a state." (Aristotle, **Politics**)

A reading of three major Renaissance texts Machiavelli's **Discourses**, Sir Philip Sidney's **Arcadia**, and Shakespeare's **Coriolanus** - which deal in different and complementary ways with the nature of the political community in which alone man's life becomes both ethical and truly human, a problem of crucial importance in Renaissance thought.

Method of Instruction: Lecture and Discussion

Limit on Enrollment: 20

See also AMERICAN LITERATURE
See also CORE COURSES
See also INTERDEPARTMENTAL

French

FR 40.5 Accelerated Intermediate French (FR 201)
Ms. Fischer, Ms. Stern

This is an accelerated course designed for the student who did not have the opportunity to take FR 201 in the Fall and who desires an intensive grammar review in order to take FR 205 in the spring. The emphasis will be on conversation and composition. Students will meet with two different instructors and will also meet in small discussion groups.

Method of Instruction: Lecture, discussion

Limit on Enrollment: 20

Prerequisite: Placement at FR 201 level by placement tests or instructors' judgment

See also CORE COURSES
See also INTERDEPARTMENTAL
See also FOREIGN LANGUAGES

Geography

GG 41.5 Technology and the City **Mr. Clark**

This course will examine the origin and effect of the major technological determinants of urban form with emphasis on modes of communication, construction and movement within cities since 1800. It will explore the process of technological invention and the spread of these innovations in time and space in attempting to evaluate the prospects for the convergence of the world's cities to a common conception. Problems in urban technological forecasting will be addressed in a concluding segment looking to the future of post-industrial cities and societies. Research Project Required.

Method of Instruction: Two lectures and one seminar each week

Limit on Enrollment: 20

GG 42.5 Origins of Mesoamerican Civilization
Mr. Illick, Mr. Malmstrom

As a result of the first Middlebury-Mexico field trip in the Winter Term of 1973, an hypothesis was developed as to the origin of the sacred Mesoamerican calendar. Subsequent field work during the Winter Term of 1974 provided additional evidence of heretofore unsuspected geographic relationships of several major ceremonial sites in the region. The principal aim of the present field trip will be to examine three selected areas where major questions of pre-Columbian cultural origins remain unanswered. These areas are Oaxaca, a semi-arid environment where origins of the indigenous settlement pattern are in doubt; Chiapas, a mountain environment where many of the cultural traits of the Olmec civilization appear to have originated; and central Yucatan, a lowland jungle environment where the impact of war and climatic change on the Old Maya Empire will be examined. Total cost to individual students is estimated at $450.

Method of Instruction: Field trip

Limit on Enrollment: 22

Geology

GG 43.5 Water Law for Vermont **Mr. Baldwin**

Even in humid climates water shortages are becoming more common, and this raises the question of water rights. This winter term offering is a mixture of law and hydrology, for persons with background in neither. A week of workshops in hydrology will allow us to compile data on availability of water in Vermont. We will examine the antiquated laws of Vermont, as well as modern ones of Colorado, New Mexico, and other states and then will compile laws and regulations for Vermont.

Method of Instruction: Workshops morning and afternoon

Limit on Enrollment: 20

Prerequisite: Not for those who have taken or will take GG 152 (Environmental Geology)

GG 44.5 Mineralogy: A Precis of the Third Kingdom
Mr. Creasy

Minerals, in addition to their economic value, contain and can contribute information important to our understanding of geologic processes. The course will elicit this information through a discussion of the structures and compositions of common minerals and will examine the applications of mineralogy in the geosciences. Lectures will be supplemented by laboratory determination of the physical parameters of minerals (including X-ray techniques). Oral and written reports will be required.

Method of Instruction: Lectures and laboratories

Limit on Enrollment: 20

GG 45.5 The Ocean in Motion **Mr. Folger**

Contemporary problems in oceanography ranging from the effects of water mass movement on world climate, food resources, and waste disposal to those of sea floor spreading on energy resources and the incidence of such hazards as earthquakes and "tidal waves."

Method of Instruction: Lectures, movies, and guest speakers

Limit on Enrollment: 40

German

GN 46.5 A Small Town in Germany: Neuenbürg
Ms. Kenna

Several aspects of life in Neuenbürg will be studied: schools, government, social services, transportation and communication, cultural events. Students will spend the first ten days of Winter Term in Middlebury brushing up on language, receiving orientation, and preparing projects on similar American institutions to be presented to German students in Neuenburg. They will travel to Neuenbürg for the remainder of Winter Term for first-hand observation and study. Students will write a final report on their findings. The cost of travel and subsistence in Germany will be at the student's expense and is estimated as approximately $700.

Method of Instruction: Workshop excursion

Limit on Enrollment: 20

Prerequisite: GN 201

See also FOREIGN LANGUAGES

History

HI 47.5 The Holocaust: Historical Event, Individualized Human Experience, and Part of What the Twentieth Century Means
Ms. Lamberti

Part One will entail a study of the Nazi strategy for solving the "Jewish problem" leading up to genocide and the mentality and behavior of the SS technicians who organized and operated the machinery of destruction. Part two will focus on life in the ghettos and concentration camps, how the Jews tried to survive, and the psychological stages through which they passed in the Nazis' dehumanization process. Part three will go beyond the Jewish particularity of this experience, and students will consider some moral and philosophical questions raised by the Holocaust. Also students will explore its impact on the consciousness of people living in the post-Holocaust world. How has this experience affected, for example, contemporary images of man and moral order, views of the nature of evil, reactions to dying and death, and the transvaluation of meaning in language?

Method of Instruction: Seminar

Limit on Enrollment: 20

See also CORE COURSES
See also FOREIGN LANGUAGES

Mathematics

MA 48.5 Applicable Statistics for Ordinary People
Mr. Emerson

An elementary course, with no prerequisites, in basic statistics and its uses in our contemporary society. Students who have taken no college mathematics courses are welcomed, and math majors are spurned. A reasoned, common-sense approach to the subject, with theory and tedious computation being soft-pedaled. Part of the reading will be descriptive and non-technical, pertaining to some interesting uses of statistics in tackling contemporary social problems. Probability theory will neither be assumed or emphasized in the course. Where possible, a non-parametric view of statistics will be adopted. Questions which arise in disciplines other than mathematics will be considered.

Method of Instruction: Informal lecture and discussion

Limit on Enrollment: 40

MA 49.5 Abstract Set Theory **Mr. Todd**

Partially ordered sets. A study of the equivalence of the Axiom of Choice, Zorn's Lemma, The Maximal Chain Theorem, Tukey's Lemma and The Well Ordering Theorem. A "Valid" proof of definition by induction. Cardinals and Ordinals; the problem of the existence of measurable cardinals. Lattices and Boolean algebras and their representations as time premits.

Method of Instruction: Seminar

Limit on Enrollment: 40

See also CORE COURSES
See also NON– CREDIT (at end)

Music

MU 50.5 Ensemble Performance **Mr. Fanning, Ms. Lister, Mr. Smith, Mr. Todd**

Rehearsal and performance of ensemble music pieces and rehearsal and performance of ensemble dance pieces. Students wishing to work during the winter term in a dance ensemble, or in a chamber orchestra, a contemporary music ensemble, in woodwind quartets or quintets, string quartets, brass quintets, choirs or musical ensembles may sign up for this course after specifying to the department 1) who will be playing what instrument or be involved in what dance pieces, 2) what particular pieces or literature is to be rehearsed, and 3) what kind of public performance will be given at the end of winter term. It is assumed that the instrumentalists applying will have had applied music training. See appropriate instructor before registration.

Method of Instruction: Rehearsal and performance

Limit on Enrollment: 80

Prerequisite: Instrumental or dance experience

MU 51.5 Two Sides of a Coin: Wagner's Tristan and Die Meistersinger
Mr. Kurtzman

In 1857 Wagner interrupted work on his mammoth **Ring of the Nibelungen** project, not to resume again until 1865. During this hiatus he produced the two most successful music dramas of his career, **Tristan and Isolde** in 1859 and **Die Meistersinger** in 1861. In these works Wagner expresses two widely divergent views of society, the human condition and the meaning of love, while paradoxically constructing them from very similar ideas and from similar materials. **Two Sides of a Coin** will examine these operas in their sociological, philosophical and aesthetic dimensions. The culminating comparison between the two will be the subject of a final paper. Other course work will consist of intensive listening, readings from Wagner's writings and from Wagner criticism, and seminar discussions.

Method of Instruction: Seminar

Limit on Enrollment: 40

Prerequisite: Ability to follow a musical score

Philosophy

See CORE COURSES

Political Science

See CORE COURSES

Physics

PH 52.5 Electronics for the Intimidated
Mr. Cooney

This course is intended for non-science majors who are mystified by electronics and want not to be, but who lack the physics and math required for the fall electronics course, PH 221. The course will be structured around a series of projects taking the student from fundamental concepts of electricity and magnetism through simple AC and DC circuit analysis, the operation of transistors as circuit elements and applications of basic solid state integrated circuits. Each project will consist of independent reading, individual lab work, and the successful completion of a

proficiency exam. The pace at which a student moves from one project to the next will be largely determined by the student. The only requirement will be the successful completion of some minimum number of projects. The emphasis throughout will be on physical explanations rather than mathematical ideas; however, some elementary algebra and trigonometry will be used.

Method of Instruction: Self-paced individualized study and lab work evaluated by a series of individual proficiency exams. In keeping with this format, there will be no series of lectures, though occasional demonstrations, films, and the like, might be scheduled.

Limit on Enrollment: 15

PH 53.5 Nonlinear Ultrasonics **Mr. Gould**

Most of the physics presented in an undergraduate curriculum utilizes only linear differential equations, both ordinary and partial. However the real physical world is definitely nonlinear (How many really straightforward people do you know?).

In this course we start with a brief introduction to the linearized hydrodynamic equations which lead to the usual wave equation for mechanical waves, sound and ultrasound, in fluids. Then we shall examine in some detail both theoretically and experimentally the consequences of making more realistic approximations of the fundamentaliy nonlinear equations of hydrodynamics. Nonlinear effects of ultrasound will be observed in the laboratory.

Method of Instruction: Lectures with occasional laboratories which will be mainly in the form of demonstration experiments.

Limit on Enrollment: 40

Prerequisites: PH 109 and MA 201

PH 54.5 Modern Physics for the Non-Scientist
Mr. Hartley

This course is an attempt to communicate some of the findings of twentieth century physics to people who have remained isolated from these developments - isolated because of their lack of mathematical background and their understandable unwillingness to participate in more rigorous expositions of pre-twentieth century physics before they are introduced to modern physics. Since the course is intended for non-scientists, the use of mathematics will be kept to a minimum and words, pictures and demonstrations will be used wherever possible to convey physical concepts.

In the first few decades of the twentieth century two revolutionary theories (Einstein's Relativity and Quantum Theory) radically changed the physicist's concept of the real world; some of the results of these theories are quite displeasing to our "physical intuition". The epistemological implications of both of these theories are profound. These theories, their implications and associated paradoxes will be examined. The study of Relativity and Quantum theory will lead to the study of elementary particles, the building blocks of the universe.

Method of Instruction: Lecture and laboratory

Limit on Enrollment: 40

PH 55.5 Research in X-ray Astronomy **Mr. Winkler**

Students will participate directly in research on cosmic X-ray sources being carried on by the instructor at Middlebury and at MIT. The initial phase of the term will be spent in intensive reading and discussion of current problems in astrophysics, and in orientation regarding the specific research methods to be used. The class will then spend about two weeks at MIT participating in the computer analysis of data from the Orbiting Solar Observatory (OSO-7) satellite. Each student will be assigned to an individual project and will be expected to prepare a comprehensive report at the end of the term. Cost of not over $100 per student.

Method of Instruction: Seminar and individual research projects

Limit on Enrollment: 8

Prerequisites: PH 109, 110. A general background in "modern physics" and/or computer programming experience will be helpful but are not required. Interested students are strongly urged to consult with the instructor before registering for this course.

Psychology

PY 56.5 Psychotechnology Faces the Individual
Mr. Prouty

The use of psychosurgery to control violence, the introduction of token economies in prisons, and behavior modification programs in the elementary school classroom are all examples of psychotechnology that raise ethical questions. This course will examine these questions and the case for programs of behavior control. What psychologists know about such topics as resistance to persuasion and how moral reasoning develops will be considered in anticipation of 1984.

Method of Instruction: Seminar-lecture

Limit on Enrollment: 30

PY 57.5 Humanism and Behaviorism: Dominant Forces
Mr. Woodruff

The emphasis of this course will be the study of persons. Two approaches to this study tend to dominate psychology in America today. The first, humanistic, is concerned with those aspects of individuals which characterize their humanness. This study concentrates mainly on a person's experience as opposed to being concerned only with a person's behavior. Behaviorism, by definition, takes the opposite point of view. These forces will be examined in terms of underlying philosophy, methodology, and results. Attention will also be turned to points where these two forces can and cannot be combined to bring about a more meaningful understanding of the human being. To help do this contributions to clinical psychology from each of these areas will also be discussed.

Method of Instruction: Lecture-seminar

Limit on Enrollment: 40

Religion

See CORE COURSES
See INTERDEPARTMENTAL

Russian

RU 58.5 Russian Winter Workshop
Ms. A. Baker

To be taught entirely in Russian, this course aims to give the student the basis for self-confidence in expressing himself on both everyday and more abstract topics. Included will be an in-depth study of the scenario of the film "Ballad of a Soldier," accompanied by a viewing of the film, subsequent re-narration by students, etc.

Method of Instruction: Workshop

Limit on Enrollment: 20

Prerequisite: RU 201

RU 59.5 Women in Russian Literature from Pushkin to the Revolution
Mr. Orth

An in-depth study of the emerging role of women in Russian literature from 1830 to 1917 against the background of a rapidly-changing Russia. Works to be discussed: Pushkin, **Eugene Onegin**; Turgenev, **Rudin**; **On the Eve; A Nest of the Gentry**; Tolstoy, **Anna Karenina**; Saltykov-Shchedrin, **The Golovlyovs**; Leskov, "Lady Macbeth of the Mtensk District;" Gorky, **Mother**; and selected stories of Anton Chekhov.

Method of Instruction: Lectures and discussions. Final paper.

Limit on Enrollment: 40

See also FOREIGN LANGUAGES

Sociology-Anthropology

SA 60.5 The Little Tradition in Europe
Mr. Andrews

Most courses concerned with European society and culture focus on the Great Tradition– that of the literate "cultured" elite, ignoring or making casual reference to the Little Tradition, the socio-cultural heritage, often carried at the village level, that antedates and is contemporaneous with the Great Tradition. In this course, we will examine this Little Tradition, primarily by means of anthropological studies of small communities in the several subcultural areas of Europe.

Method of Instruction: Seminar

Limit on Enrollment: 20

SA 61.5 Problems of Aging **Mr. Fengler**

Although emphasizing sociological and social psychological writings, narrative, biological, historical and comparative materials will be used where appropriate to help identify and explain many of the pressing problems affecting our senior citizens. Health, friendship, family and sexual relationships, housing, work and retirement, income, widowhood, death and dying will be some of the topics covered. Students will select, research and report on a problem of their choice.

Method of Instruction: Discussion; Research Project

Limit on Enrollment: 20

SA 62.5 The Nature of Self **Mr. Nye**

An examination of what the human self is– both culturally and empirically– from the perspective of social psychology. Some of the basic questions to be considered: Does it make more social scientific sense to conceive of the self as a determinate object or as a process? Where does one self end and another begin? What are the constituent features of a human self from a social scientific point of view? How do selves arise, develop and change? How do different civilizations, cultures and intracultural groups conceive of the self and what implications do varying conceptions have for behavior, ideologies, social structures and change? The primary method of approach is to establish a basic dichotomy between processual and entitive conceptions of selfhood to be traced and extended through historical time, and across cultural and disciplinary boundaries.

Method of Instruction: Lecture-discussion

Limit on Enrollment: 20

Prerequisite: Some Sociology would be helpful

See also CORE COURSES

Spanish

SI 63.5 Intensive Beginning Spanish (equivalent of SI 101)
Ms. Griswold, Mr. Ilgen, Ms. Maura

This course is designed to meet the needs of beginners who want to master, within a very short period of time, the basic structures and vocabulary of the language. Its basic commitment is to an ordered presentation of all four of the basic language skills: understanding the spoken word, speaking, reading and writing. The unifying factor, however, will be the spoken language, which students will be expected to use exclusively during the course hours. Two approaches to the learning of language skills will be used: one stressing the underlying grammatical patterns of the language, and the other, language in its situational context. Classes meet daily for two sessions of approximately one hour and a half each, with types of materials alternated to provide for exposure to the two approaches mentioned. The student's daily course commitment will extend from eight to twelve in the morning plus lunch, which will be taken at Spanish tables with the instructors.

Method of Instruction: Discussion and Drill

Limit on Enrollment: 45

See also FOREIGN LANGUAGES

Teacher Education

TE 64.5 Theory and Practice of Counseling
Mr. Pfeiffer

A brief presentation on the approaches the Counseling "Biggies" take. Rogers, Adler, Perls, Ellis, and others will be dealt with. The course will include presentations on each. Then each student will pick an approach to work into in more depth. He or she will then arrange to role play this approach in a short counseling session in class and wind up the term with a paper describing how the particular approach fits or **does not** fit his or her personality.

Method of Instruction: Lecture, discussion, presentation, and paper

Limit on Enrollment: 20

See also CORE COURSES

Theater Arts

TA 65.5 Experimental Studies: Acting
Mr. Siegel, Mr. Volkert

An experimental course in acting whose focus is special problems in acting imposed by two unusual plays: **The Hole** by N.F. Simpson and **Story Theatre** by Paul Sills. The course will culminate in public performance of both plays.

Method of Instruction: Daily discussion, creative experimentation, rehearsals

Limit on Enrollment: 30

Non-credit Course

Trigonometry **Mr. Philip Bohlen '76**

The course starts from the beginning and familiarizes the student with some of the common problems found in trigonometry. It includes the basics such as what quadrants are, the six basic trigonometric functions, the identities, the law of sines, the law of cosines, etc. It will also dwell on the main difficulties found, which are graphing the functions and radian measurement. It should be noted that in order to understand and complete MA 113, the student should know everything that this course offers.

Students will register for this course directly with the instructor or through the Mathematics department.

marsh...

continued from p. 7

Last winter there were a number of courses that fit my idea of a classical course. Some examples are: Some Apprehensions of a City: A Dialectic Involving Literature, Sociology and Philosophy; Theory and Practice in Aristotle's **Ethics**, and Experiment in Inter-epochal Living: A Challenge to the Historical Imagination. Many of these courses were interdepartmental and team taught, both supposed goals of the Classical curriculum.

The only difference between these courses and the courses under the Classical curriculum is that they were limited in size. The Classical courses are not to be limited in size so that they can be a catch-all in case of a renewed shortage of course slots.

We are guaranteed (?) a student/teacher ratio of not more than 20/1 in these courses; if necessary, faculty will be assigned to these courses in order to maintain this ratio. A student/teacher ratio of 20/1 means nothing when the class will have to meet for the most part in large lectures, and only occasionally in smaller discussions. Even a discussion of 20 students to 1 teacher is much too large. Furthermore, small courses may be sacrificed in order to get enough faculty to maintain the student/teacher ratio in the Core courses.

Dean O'Brien's famous argument with reference to the Classical Curriculum is, "If a student cannot find something to interest him in a course about great men, great books, or great thought, either there is something seriously wrong with the student, or he should not be at Middlebury." A student might be interested in the books, or thought and still prefer not to enroll in a large course (which will be composed almost entirely of freshmen and a few sophomores due to the nature of the registration system), if he could get into a smaller course under the Experimental or Intensive Study curricula.

All students are required to register for at least two Core Courses and these courses will probably be made up of students who selected the courses as their last choices and got stuck. That is not paricularly conducive to active class interest.

Finially, the curriculum proposals were passed over a negative recommendation from the Student Forum, and on a close faculty vote. Perhaps these factors help account for the seeming lack of faculty interest in teaching the Core courses and the Curriculum Committee's reported difficulty in coming up with these courses.

The Experimental curriculum is designed to encourage experimentation with new course ideas, or with areas outside the faculty member's generally acknowledged field. This is nothing new; it was one of the concepts behind the old Winter Term.

The Intensive Study curriculum is also nothing new. Actually, all Winter Term courses involve intensive study, and in the new Winter Term curriculum, this category serves as a catch-all for courses that cannot be considered Experimental or Classical. As I understand it, such courses as Glassblowing of Russian Winter Workshop (not a part of the Continuing Language Program) would fit in this category.

The new Winter Term further restricts opportunities for independent study. Reading Courses are being continued, but on a restricted basis. Internships and Independent Projects have been made harder to get, partly because the Curriculum Committee is now having qualms about approving a horse-back riding internship two years in a row.

Internships should be educationally sound, but not impossible to get. The one-course structure is perfect for independent study and it ought to be encouraged, not restricted. When a student graduates from Middlebury, he won't be able to depend on a pre-arranged course syllabus to structure his thinking; independence and responsibility should be encouraged.

It is obvious that students and faculty alike appreciate the opportunities afforded by Winter Term, but we are not taking full advantage of these opportunities. Most people will lose something in the new Winter Term curriculum, especially the intimacy of small group study and the freedom of independent study. Granted, improvement could be made on the old Winter Term, but I feel that even unimproved it was better than what we have now.

o'brien...

continued from p. 7

I believe we send a subtle and all too pervasive message to students when we **always** come on from authority and strength. We establish an expectation about the academic cultures that they can only be pursued in a magisterial setting of student and teacher.

But with the handing over of the diploma, that setting disappears permanently for most people—and, statistics tend to show about the alumni of the most distinguished colleges, so does the hard reading, the careful attention to poetry, history, the work of science which is wedded to that setting.

It may be only a slim, symbolic gesture toward that rather different setting in which care for the arts and sciences will flourish in our alumni—but I thought it was worth the try.

stameshkin...

continued from p. 7

I only plug her course because she is unknown to our students, while the other Core leaders and moderators are well-known (unfortunately, in some cases), and their **records** speak for themselves. For example, Dean O'Brien has recently cut a new 45 on RCA entitled "I Always Wash My Vest in Forest West" accompanied by the Rinse-Cycle Racket with Dean Wonnacott on the Electric Coin Slot.

In all seriousness, my attempts at bringing faculty together were not always so successful. For example, my idea of a course on Marxist Thought never got off the ground: I couldn't find anyone to play Harpo. In addition, even Victor Nuovo couldn't tell me Groucho's conception of God. The most exciting match of all—Judith McDaniel, Pat Whitney, Susan Carlyle, and Mickey Heinecken teaching Women's Literature wasn't even arranged by me, but rather by Eve Ensler, who wishes to remain anonymous but has trouble doing so due to her outrageous sense of humor. After all, Eve, what do you think it does to all of us pigs when the FOOTBALL COACH is teaching Women's Lit? **Ambivalence** is the result; ambivalence beyond anything I can recall since I last read one of Seth Steinzor's history papers (you guys only had to read his reviews—I had to read his history papers!).

My greatest success at matchmaking did not result in a course; but the two faculty members involved are eternally grateful to me for having brought them together. They are both secretly interested in the study of bird-droppings. When I asked the Curriculum Committee about the possibility of a course in ths area, they said there already was enough of that stuff in this area. One member thought the course "Oughta bomb." I also had something to do with the Stitt-Rifelj match (Surrealism). They have been seen together several times since sipping Cokes. (It's Surreal thing).

This is your favorite yenta signing off, no doubt, to a Core-us of boos.

turner...

continued from p. 7

idea embodied in a practical move can be contagious, and I hope these new courses will be just such practical moves.

There are faculty members, extremely good and thoughtful ones, who have held back from the Core Curriculum with professed skepticism. I hope that this Winter Term will give us pause to rethink our ways of teaching, and that after a thorough review of what has been done this Winter Term, we may be able to strengthen the good but imperfect curriculum realized this year.

I'm not anxious about complex curricular strategies at this moment because I do not feel pragmatically that the mood at Middlebury College is conducive to such broad scale planning. The Educational Ship of Think, better known as the Educational Council, lies becalmed, though it can be predicted that the various crew members will make a desultory lunge for the tiller now and then during the year. But I don't honestly think we have it together to move out this year on major new curricular efforts.

This particular Winter Term curriculum is not a cause for teeth gnashing, or self-recrimination, rather an opportunity of an unusual kind to see whether a few groups of people, working together can show us all a success that may issue in a truly new curriculum based upon the felt need of students and faculty alike. So I urge everyone to embark upon this coming term with strength and enthusiasm, and to give the new arrangements a really fair try. It's the best that people of good will could come up with, and in the Core Courses the participants without exception will be trying to make these experiences worthwhile. Let's not dwell on a document voted one day in spring, but work together with each other (it's the best we've got), and see if from experience together our successes and failures can suggest a new plan.

letters...

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want to pay more money to walk all the way down from the hill three times a day.

If it doesn't become evident, they could try waiting for 15 minutes in Proctor at noon for the feed that the hill people eat. Even by the time that they got to the front of the line and saw that delectable stuff being served they might still have enough time to rush down here and satisfy themselves on a real meal.

Scott Morrison '77
Sig Ep

core confusion...

continued from p. 1

political, and accepted as having important educational value, meets the requirements of a Core Course. Here the stress is put not on the great or classical nature of the topic, though it must be considered of enough importance to be treated in a broad manner and by a number of different disciplines, but on the very fact that the subject will be treated in this way.

Thus, the Core Curriculum allows a professor to consider industrialization in the western world rather than in 19th century England. Further, through the use of moderators and directors from a variety of departments, professors are given the opportunity to consider industrialization from the point of view of the sociologist, the economist, and the historian.

While some professors seem to place an emphasis on the methods by which a Core Course is taught, the way in which the subject is approached, others are concerned that the issue itself be, as the Handbook says, "great, perennial and classical." This view sees Core Courses as being organized around great problems or questions that men have always asked. Such questions, such as what is justice or what is death, would be seen in the light of how men from all over the world, and in every generation, have dealt with them.

Treatment of such questions would have to touch base in a number of different areas and be seen through the eyes of men in every age so that they might be shown to be permanent and classical, rather than local and transient.

Thus, one would not treat industrialization in the Western world, but perhaps the basic questions men have asked concerning what is important in their lives, and the answers and changing aspirations industrialization has offered. Having the issue treated by professors from a number of departments would certainly be important, but that the issue was considered "great, classical, and perennial" would be the first requirement.

Here another problem arises, however, for professors must be sensitive to the ability of the subject to draw a large number of students. This emphasis on broad appeal is, after all, an important part of the Core Curriculum. The subject must be of enough interest to draw a large number of students. During Winter Term Middlebury operates on what Dean O'Brien terms a "demand curriculum," meaning that when you give a student the option to choose any course, rather than commanding him to take a certain one, you must take into account the student's demands.

Winter Term courses operate in a competitive market. Thus any course offered has to compete with a variety of other courses which students may find more interesting. If every Core Course had to treat a classical issue in the strictest sense of the term, those courses offered would be difficult, largely philosophical, and as Dean O'Brien pointed out, very "heavy".

The facts seem to be that a large number of students just don't want to take this type of course during Winter Term. In the same light, a large number of professors may not desire to, or feel equipped to teach this type of course.

It is important that these Core Courses draw a large amount of students if the School is to both avoid over- crowding in other courses and justify the number of professors assigned to teach each course. For these reasons, the Core idea as originally expressed may have been affected by the need for popularity.

In the end, it seems the question must be asked, does it matter whether or not the courses offered under the Core Curriculum for this and future Winter Terms really do treat "great, perennial, or classical" issues? As stated before, the new manner of staffing and interpretation are equally important to the program. The Core Curriculum offered for the coming term are going to be taught by professors from a number of departments. Moderators will generally be professors teaching in fields outside their normal disciplines. The use of these moderators and the novel treatment of these subjects could prove to be a rewarding experience for both professors and students.

As one professor said, all of the courses being offered seem to be interesting ones though they are perhaps not all Core Courses in the original sense of the term. If they do attract the number of students they are expected to, the College will have solved the problem of being able to supply a sufficient number of course slots while still providing the small student-teacher ratio so important to Winter Term.

It does seem, however, that the present misunderstanding over what really constitutes a Core Course should be cleared up. Do professors and students really want Core Courses in the sense originally described in the 74-75 Handbook, or are they happy, perhaps even happier, with a curriculum offering courses which treat issues that are, though perhaps not perrennial and classical, still important, and treated and staffed in a manner not available during the regular course of the year?

winter lecturers...

continued from p. 1

Students will be welcomed from all fields, the minimal prerequisite being one course in art, and a desire to work closely with original drawings.

Richard Wunder is a 1949 graduate of Harvard College, where he received his doctorate in 1955. He has served as Assistant to the Director of the Fogg Museum, Curator of Prints and Drawings at the Cooper Union Museum, Curator of Painting and Sculpture at the National Collection of the Arts at the Smithsonian Institution, and Director of Cooper-Hewitt Museum of Design. Author of several books, Mr. Wunder is completing a monograph on the American sculptor Hiram Powers. He resides in Orwell, Vermont.

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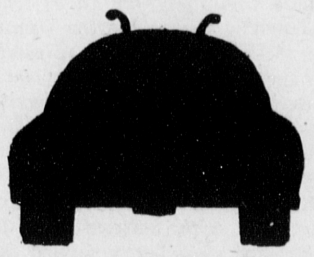
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berg's 'lulu'

By ANNE NOBLE

Those who attended "An Afternoon with 'Lulu'," presented by soprano Martha Tortolano, were treated to a fascinating lecture, presentation, and performance. The occasion was last week's Thursday series, which took place in the Johnson Rehearsal Hall.

The character of Lulu can be described, said Ms. Tortolano, as an archetypal figure: "part street walker and part earth mother."

The background to the opening of the story is as follows: A rich, married man, finds Lulu selling flowers and takes her home and raises her. As she becomes a woman, and very beautiful, she becomes his mistress. Lulu falls in love with this only person who has ever been decent to her. However, the man's wife dies, and he decides that he should marry respectably the second time, and, hence, must free himself from his mistress. He plans, at the opening of the opera, to marry her off to a rich old doctor.

The actual opening of the play is a menagerie, each animal representing and introducing one of the characters in the opera, both musically and allegorically. Lulu is represented here as a serpent.

The first act is comprised of three scenes, and serves as an introduction to Lulu, her character, and some of the influences that have contributed to it. In the first scene, she is having her portrait painted. The artist, entranced by her beauty, seduces her just as her husband-to-be enters. The old doctor, enraged at the incident, storms through the door and promptly dies of a heart attack. "Lulu is unperturbed," commented Ms. Tortolano, "and sings 'what is next for me?'." This gives the audience a good insight into her character.

In the second act Lulu has married the painter, but is still in love with her first love. She declares to him, "but if I belong to one man I belong to you" which upsets him lest it upset his respectable marriage to be. Perturbed, he tells the painter of Lulu's sordid past, and the painter commits suicide by slitting his throat.

By the third scene, Lulu has turned to show business, where her exciting past has helped propel her to fame and fortune. Her first love attends her performances, and one night she tells him she has met an African explorer and will soon sail away with him. The old man fears he will lose her completely, and still loving her, writes a note to his fiancee, which Lulu dictates, breaking the engagement.

The second act is comprised of two scenes separated by an orchestral interlude. In the first, Lulu and her love are happily married, singing love songs to each other; the rondo in this section becomes the theme of the opera. Lulu has marrid, but this has not deterred her admirers, which include her new step-son and a lesbian countess. Her husband is disgusted by all of her admirers, who flock around her constantly.

One day, after she has left the house, they all gather in the house and hide. Her husband, tired of all the fuss, brings her a gun and begs her to shoot herself. Lulu is defensive, and says, "I've never pretended to be what people think I am and no one thinks of me what I really am." Her admirers all emerge, furious at her husband's proposal, and jealous of each other. One, a young student, throws her husband off guard, and accidentally, Lulu fires the gun five times and kills him. He dies in his son's arms after ordering her out of his house.

In the second scene of the act, following the interlude, which, in the performance of the opera, is accompanied by a slide presentation of what happens to Lulu between the two scenes, Lulu is caught by the police and is sent to prison for her crime of murder. The countess, still very much in love with her, engineers a plot to get her out. She contracts a contagious disease on purpose, and goes to visit Lulu while sick. Both become very ill, and are sent to the isolation ward of the prison. The countess is released, but sneaks back and replaces Lulu so she can escape. Lulu, by this time, is very ill. Undaunted by her physical condition and appearance, one of her admirers takes her to hide in the country.

The opera was unfinished at the time of Berg's death, but ends with Lulu, now a streetwalker, sharing and apartment with the countess. One day she brings home a client, and, though the countess tries to block the door out of jealousy, she enters to carry out her work. Unfortunately, her client turns out to be Jack the Ripper, who stabs her repeatedly and then kills the countess.

from a candidate's point of view a candidates forum

By FRED EARLE

Most of the time, I'm just a mathematics major at Middlebury College, but in my alter-ego as candidate for Vermont House of Representatives, I was called last Tuesday night to a forum at the New Haven town hall. And a far cry it was from mathematical precision too. Topics of conversation ranged from a $300 set of leaf springs for a school bus to fire department raffle tickets, to Bernard Sanders to the farmers' problems.

Everything under the sun was talked about, and in the midst of this gathering of twenty people, ostensibly mustered to hear my opponent Doug Baker and me, I began to wonder what I was doing there.

The topic of discussion was mostly snowmobiles, however. The forum was organized by the Vermont Association of Snow Travellers (VAST), and such member clubs as the Little Otter Scramblers, the Starlight Riders of Lincoln, and the New Haven Snow Travellers were represented. The club needs representatives in Montpelier who will support legislation in favor of snowmobiling, and in favor of VAST. They organize forums to query candidates on their positions and to listen to new ideas which may help them with their problems, one of which is the enforcement of snowmobile safety laws. The present enforcement was aptly summarized by one member: "...if we have trouble around town, somebody's gonna get bent, or else."

A suggestion for improvement is to appoint a VAST member as deputy sheriff, responsible for one area. The reasoning is that a deputy in the club, rather than a state trooper unfamiliar with the area, "Knows the real goof-offs who ruin it for the other 99%." Another problem is the spending of snowmobile registration fees. The claim is that it all goes into one fund up in "Montpaelya," and riders never derive the full benefits from it. VAST would like to see registration money kept and used in the county from which it was collected.

I got off to a poor start at the meeting and so ended up not saying very much that evening. My opening speech consisted of pleas for feedback ("I want to hear from you") in contrast to my opponent's speech which was a list of troubles snowmobilers should expect in the near future.

You see, I have no interest in snowmobiles above and beyond the direct correlation between low suicide rates and high snowmobile use. Yet, the majority of my constituents find the sport the only pleasurable divertissement from farm chores, so, as a candidate, I am torn.

I lost all support at the meeting by coming out in favor of wilderness areas, thus revealing my true nature as an environmentalist. In the Bristol Cliffs area, 6500 acres is slated for a National Wilderness area, forbidden to all snowmobile traffic. By coming out in favor of this, I was forever banished to the ranks of those "Book-reading nuts" whom hard-core snowmobilers find so distasteful.

In the end, I never really heard from anyone, that is, nobody came to me with specific proposals, but, by persistent questioning, I was able to find out something about the problems farmers are having these days. It is a truly depressing situation; not only for the family farmer earning a living, but for the concerned environmentalist as well. The question that bothered me all evening was this: If the snowmobilers can get together to organize forums to discuss snomobile problems, why can't farmers get together to organize forums devoted to farm problems and invite candidates?

It made me think of which groups really were the organizers; walking into this meeting as a lone Democrat and environmentalist reminded me so much of last Thursday, walking blue-jeaned into a coat-and-tie Chamber of Commerce dinner and forum, like something out of a movie. And I'd add one more group to this list of actual organizing forces in these communities--the fire department.

Resolved that a form of recreation was actually more important to my constituents than their livelihood, I finally received an answer to my pressing question: a farmer/snowmobiler/personal friend pointed to the strobing fluorescent ceiling light; "If you had three farmers here," he said, "you couldn't get any two of 'em to agree that that light was on."

swinging with the rents

By LARRY SCHOEN

Forget about school. Forget about midterms. The old P and M are up. Supreme sacrifice number 62. We blow midterms and ignore the last warning from Erica. But what the hell, we'll show the Rents just how jive these hallowed halls can really be.

Jimmy Dorsey's Orchetra's here, man. It's jazz time. You say, "Come on, Mom, I paid my dues and I sang my blues, so let's swing. Come on Pops, why dontcha' show me how you used to do it!"

Ah, swingin' with the Rents. That's cool. What better way to see how it's really done. The Jitterbug that is. Well, I like to dance so..I made my date and decided to cruise on by.

Jimmy Dorsey, I thought as I breezed by the ticket desk, | isn't he... or is that Tommy Dorsey? Truth is, they're both dead but it seems that this man Lee Castle has kept something alive, and surprisingly, with some members of the true Jimmy Dorsey Orchestra, out of the thirties and forties. I psyched myself. I was ready to hurl myself out onto the dance floor and bop the night away.

I heard music. I cruised around the corner. But-what...no big old spolights illuminating a floor full of grinning , spinning just plain sloshed faces; and what!...no BOP? Well, it seems I walked in on **Theme to the Godfather.** That's not 1935, I thought.

Indeed, the lights were low on the floor and what's more, at 9:30, it was nearly empty. Rows and rows of long banquet tables surrounded the floor. They were only half-filled with people drawing somewhat contentedly on their drinks. Drinks, I thought. Booze. Now there's something. I'll go get a bourbon and try the entrance a second time.

Booze? Oh, no, said the door attendant, there is none tonight.

No booze? I cried.

No. We're keeping it mellow. The band wants to keep it mellow, he answered.

Well, what the hell. I'll go sit down and see what's happening. I went over to a friend's table and sat down for the show . The song was ending as I lit a cigarette.

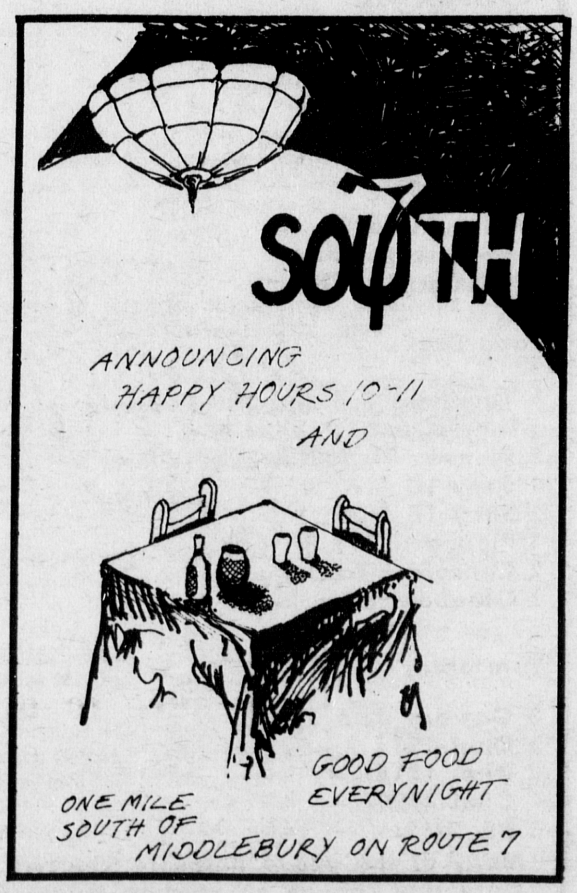
Ladies and gentlemen, Lee Castle stepped over to the microphone fingering his trumpet, this song was first done by Jimmy Dorsey in...

And yes! There it was. They belted out a fine old number, led by Ray, mysterious lead alto and one of the ole members of the band. The dance was picking up. People trickled in at 4 bucks a shot.

THEY

They say that the Jitterbug is slow and smooth - an art, to be sure - and our generation just doesn't know where it's at. And they, I'm sorry to say, are just about right. Despite the cloth dance floor, and the distractingly blue jacket the band wore (the tradition is white, I learned), the Grups outshined and outsmoothed, outdid and outboned, and outright outspinned us kids.

Well, I suppose it is just the work that gets us down. And besides, these days, who can do anything without a nice stiff shot. I mean, the music had it made in the shade. But the air was just too cool to soothe my soul, that is. Swing on Middlebury home for the aged.



raitt, personally better

By LIBBY SAYRE

As soon as I could pull myself together Saturday after the Bonnie Raitt concert Friday night, I went downtown and purchased her new album "Streetlights". The concert had been one of the best ever - Bonnie gave a tremendous performance to an ecstatic sell-out crowd. The record's good, too.

The Bonnie Raitt on the record is not the Bonnie Raitt I heard on stage. The material is the same, the voice is the same (a little stronger on vinyl, in fact) but the music is very, very different.

On stage, Raitt played a strong guitar, and an excellent bluesy electric bottleneck backed by a bass, lead, keyboard and drums. Both her playing and her voice were Mississippi-delta influenced (she even played a Mississippi Fred McDowell number) full of raunch, character, and other indescribable, untangible qualities that just are not there on the record.

What is there on the record is the blues, but a Philadelphia, late-Motown, soul chorus blues that sounds fresh out of the studio. It's an artificialized brand of music, replete with horns, strings, and heavy arrangements. The voice comes out sounding beautiful, but Raitt can only interpret her material as far as the arrangements and production will permit.

This strikes me as no small tragedy because the strength of the live performance on Friday was based on (roughly) one quarter voice and three quarters delivery.

The audience rapport was simply incredible. Audience rapport, I realize, is a very trite thing to discuss, especially in print where it is probably least welcome. But when Bonnie started reminiscing about her last trip to Burlington when she went to a pizza place after the show and somebody gave her a quaalude and she collapsed right into her steak and cheese grinder, it definitely added another dimension.

Though far from collapsing she was certainly loose on stage - loose enough to sing long enough (two hours) to strain her voice and have trouble leaving the stage.

The record, while managing to be very pleasant to listen to, is a little boring in comparison. You can barely make out Bonnie coaxing the music out of her electric guitar with a bottleneck (not a Philadelphia enough sound I guess) and her voice follows the written melody much more closely than in concert. But it's a good record, woth owning, and one that contains a couple of excellent cuts.

The bluesy numbers are best, with "Ain't Nobody Home" providing the high point of the record, in spite of the fact that it was written by Jerry Ragovoy, the man responsible for the record's unsuitable arrangements and production. "What a Success" and "Streetlights" come off well in a lighter vein, and John Prine's "Angel from Montgomery" is excellent. "Got You on my Mind" is sung cleverly and has a fine hook, but it suffers, as all the cuts do to a greater or lesser extent, from overly-polished arrangement.

"Everything that Touches You" is cloyingly sentimental and a poor choice of material, while "That Song About the Midway" by Joni Mitchell and "Rainy Day Ma" are poor because they are full of miscellaneous horns and strings which detract from Raitt's not-inconsiderable talents.

While the record depersonalizes Raitt, it will probably make her a commercial success because of wide-range appeal, tunefulness and accessibility. Her recorded performance is, after all, very good even if it falls short of her potential. Through the quasi-Barry White orchestrations and the annoying background vocals emerges an amazingly talented interpretive blues singer.

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soccer...

continued from p. 14

he was upended by a fine sliding tackle in front and the many Panther fans in attendance loudly protested the lack of a tripping call.

Halfback Jim Spink was also instrumental in some scoring chances as he set up two plays with a pair of lead passes. On the first play, Payson Swaffield carried the ball in and hit the post, and on the second Chris Lincoln headed a Spink pass into the side of the net from a tough angle.

Back at the other end of the field, UVM freshman John Koerner was busy indeed registering his 8th and 9th goals of the season to tie up the game.

The first goal came at the 20:20 mark when Koerner knocked in a rebound off a Paul Austin shot before the ball could be cleared out of trouble. Soon afterwards, with 12:40 left in the game, Koerner again scored with a chip shot from in close after he had received a pass from Tim Beal and dribbled in on goal. This proved to be the final goal of the contest as the Panthers were unable to get organized with the UVM forwards constantly pressing.

Dave Pentkowski and John Clemency saved the game with some alert defensive play, dropping back from their halfback positions to block a series of UVM shots from in close during the final five minutes.

Middlebury outshot the Catamounts 9-8 with a 4-1 edge in corner kicks although the hustling UVM squad gained the dubious distinction of amassing most of the penalties 21-13., the bulk of which occurred in the second half.

Although undoubtably a disappointing game for the Panthers and their fans, it was an exciting contest to watch featuring two young and improving teams which will be dominant forces in ECAC soccer for some time to come.

varsity football...

continued from p. 14

as time ran out.

The Trinity rushing attack piled up 344 yards and the triple option was the principle weapon. It was open all day and they had the good blocking and running to make it go. The Trinity fullback alone accounted for 190 yards. Even when Middlebury seemed to have the options covered the runners would squeeze through for nice gains.

The Middlebury defense did stiffen around the goal but the offense did not have enough time, especially late in the game. Bleakley was 8-11 and his passing accuracy continues to be impressive. The penalties, fumbles, and interceptions all went Middlebury's way yet they could only keep the score close.

In light of the statistics the margin should have been larger, but even so Middlebury did have some chances. Against tough opponents such as Trinity, the defense must tighten up and perhaps more passing is needed.

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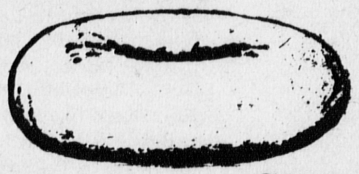
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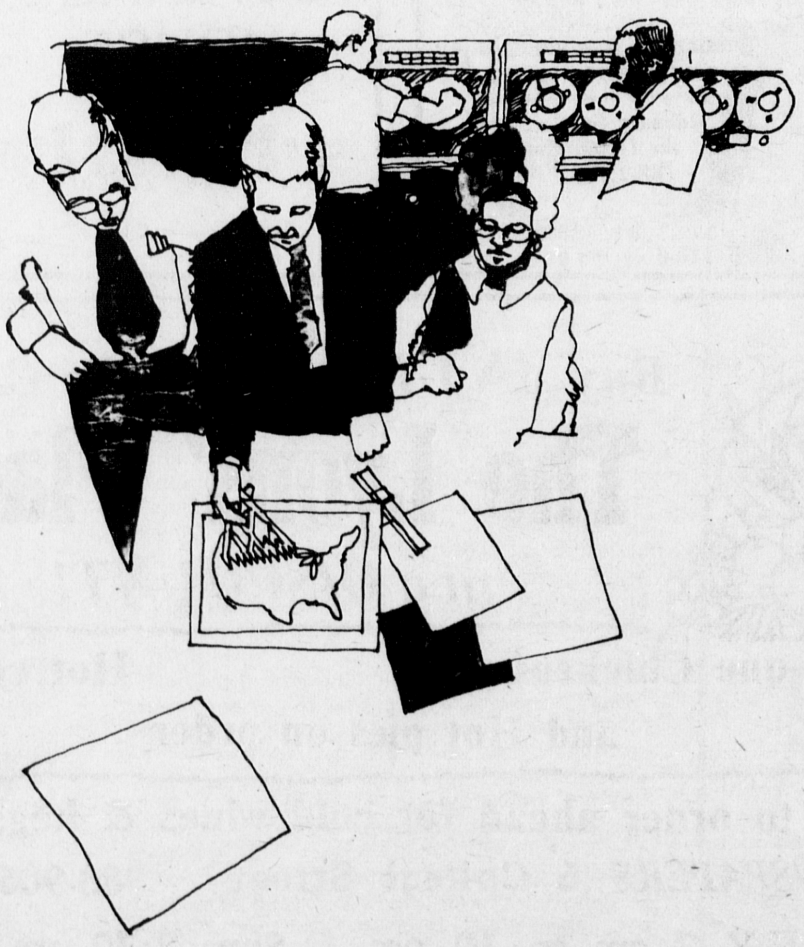

NATIONAL SECURITY AGENCY

field hockey

By ABIGAIL HILMER

On October 23, both the "A" and "B" field hockey teams played at UVM. The "B" team played first with thirty minute halves. Middlebury started at a disadvantage, missing three of their regular players. Both Anne McClelland and Alice Lloyd were missing due to illness. In addition Leslie Orton was snagged for the varsity game to play left fullback for Martha Fernald who injured her ankle. The holes left in every aspect of the team could have been partially responsible for Middlebury's inability to settle down and play as a team.

Even when Midd was in the scoring circle they lacked the control necessary to score and the UVM defense invariably cleared the ball to their own forward line. The first half ended with a score of 1-0 for UVM.

Ten minutes into the second half Robin Burnham sent a pass across to Vicki Staebler, who scored -- momentarily tying it up 1-1. Three minutes later UVM scored again, pretty well demoralizing the Middlebury players. Good passing, cutting for the ball and dodging the opposition combined to prove UVM ready for a victory.

In the last few minutes of the game UVM was assisted by the bumps in the field, when the ball took an incredible bounce and went in the top left hand corner goal. The final score of 3-1 marked the first defeat of the season for Middlebury.

The "A" game followed immediately with thirty-five minute halves. Middlebury won the first bully but lost possession of the ball almost immediately. UVM scored first about ten minutes into the first half. By cutting for the ball and passing around instead of through their opposition, UVM gave Midd few chances to set up any plays.

With five minutes left in the half Middlebury took possession of the ball and scored three times. Sue Storer put in the first one and Betsy Baetjer got the other two. It had taken thirty minutes for the forward line to score but the last five minutes proved they could do it. There was good passing and dodging and good hard shots on goal but it was all concentrated in that five minutes. Both the offense and the defense were working well within themselves, but there seemed to be rare communication between the two.

Twenty minutes into the second half, after repeated saves by Lynn Foord, UVM managed to upset the defense enough to put one in -- making the score 3-2 for Midd.

On October 24 the "B" team played their last game of the season against Colby Jr. here. They were apparently unable to shed the effects of their first defeat and at the end of the hour they realized a defeat that seemed emotionally evident before the game even started. The final score of 4-1 ended the "B" team season with a record of 3-2-0.

The varsity, however, was still riding high without a single loss to mar their record. On October 25, they played their eighth game of the season against St. Michael's - a first year team.

As a whole the St. Michael's team apparently had little knowledge of the game - skills or strategy. Both the referees and the Middlebury players had to explain the calls, penalties and free shots. Despite the easy opposition Middlebury still insisted on playing only one side of the field and virtually ignoring their wings.

The game ended with a score of 16-0 Middlebury, without a single shot on goal for St. Michael's. Their final game, before the NEFHA tournament, is October 28 against Union, here at 4:15.

women's tennis

By BLAIR CHILDS

Though they may compete with only a few spectators watching and despite the limited recognition they may receive, the women's tennis team completed its season last week with an impressive 7-1-1 record. In the final week of competition, the team toppled Colby Junior College and tied UVM, a squad they defeated earlier this year.

Colby Jr. succumbed, as so many of the Women's opponents have this season, leaving the court unable to win any of the 7 matches. Despite the lopsided score, Coach Towne commented that it was a closer match than the score indicated with some split sets and one match that culminated in a tie-breaker.

The singled victories were captured by Clagget, Lent, Gitterman, Hammond and Barton playing the 1 through 5 positions respectively. The two doubles matches saw Madeira with Moore and Miller coupled with Davis adding the last two victories.

Earlier in the season Midd's women had beaten UVM's squad decisively. In a return bout UVM was unable to win but managed to end with a tie. A prearranged 3rd doubles match turned the trick for UVM and left the score 4-4. The same women played as did against Colby Jr. College but with Miller replacing Barton in the singles. The Madiera-Moore doubles combination played the number one spot. Pevear with Barton and Rome paired with Davis battled the second and third teams.

Coach Towne looks contentedly back on the season and hopes for the same strength next year. Fall '74 saw 24 women competing for positions on the squad and the team will be reduced next year by the loss of only 3 seniors. Those graduating, Hammond, Barton, and Gitterman, will cut into the depth of the team, but Coach Town hopes the spots will be filled as well or better by underclassmen or by next year's incoming freshmen. One more asset on the next year's team will be the return of Charlotte Glasser who probably would have played the number 3 position but was side-courted by a sprained ankle.

Some of the more remarkable points of the season were the undefeated number one doubles combination Moore and Madeira and the advance of Sally Lent from the 10th position to the second spot.

The season's low point was the loss to Williams. "The Williams team was just stronger. Their number one singles of last year was playing number 4 this year", remarked Coach Towne. It seems the Williams Admissions Department tied strings with some good women tennis players.

intramurals: a great era

In a closely contested battle of the two league superpowers, the Chi Psi intramural football team defeated the number one ranked DU I squad 19-12. This marks the third straight year that DU and Chi Psi have played each other in the championship game.

The DU I team was the favorite, having easily dispensed with Chi Psi during a regular season contest. Also, Chi Psi had barely squeaked by their semi-final round opponent, Gifford II, while DU I demolished their opponent, Battell South.

However, the DU starters were absent, either due to sickness or the call of the library (?). Also, Chi Psi had strong moral support from their large turnout of fans (three to be exact), who cheered wildly for a whole quarter before they left.

The first half was dominated by Chi Psi, largely due to DU's inability to stop the well orchestrated end sweeps of the Chi Psi backfield. The half ended 12-0 Chi Psi.

The second half saw the DU offense start rolling, as star quarterback Chris "Jake" Jacoby made adjustments to counter Chi Psi's ferocious pass rush. DU was able to reach pay dirt twice, but twice was not enough as the opposing backfield of Bob Vredenburgh, Bobby Hinton, and Larry Waters countered with one touchdown of their own.

The game ended 19-12. A great era of intramural football at Middlebury may have also come to a close, as this year's senior class seems to be the last class that took a great interest in intramural football. The caliber of play had obviously declined this year, as had the number of teams, which totalled a dozen, about half the previous year's tally.

Coming up next on the intramural schedule are winter sports, principally basketball, hockey, and volleyball. Anyone interested in registering a team may find the necessary forms in the lobby of the field house.

future ski instructors

Anyone interested in becoming a ski instructor at the Middlebury College Snow Bowl this winter and who did not attend the organizational meeting should contact Charlie Rockwell at the Snow Bowl (8-4356).

The Snow Bowl Ski School will sponsor two more ski movies this semester; one on November 19th and another on December 11. These movies will be held in Dana Auditorium and will be shown at 7:00 and 9:30. The movies are open to everyone and are free of charge.

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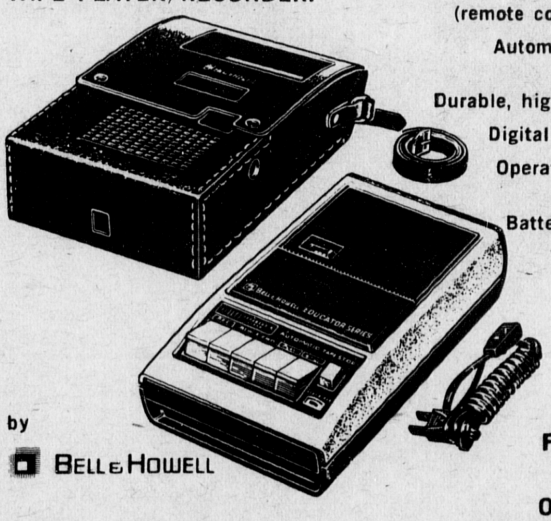

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like kissing your sister

By JOE CORBETT

In a hotly contested state series game on Wednesday, the UVM Catamounts overcame a 2-0 first half deficit scoring 2 goals in the second half, to post a 2-2 tie with the favored Panthers.

The tie gives the Midd Varsity soccer team a 2-0-1 record against in-state opponents and a 4-3-1 overall record. UVM's state series record now stands at 2-0-2 so the unofficial state crown narrowly goes to the Panthers.

The game was an unusual one, in that momentum was evenly divided up into the two halves, the second half was as much UVM's as the first had belonged to Middlebury.

Coach Tom Lawson in a surprise move, started a line composed mainly of reserve players, John Doane, Steve Sass, and John Feldenzer, in an effort to shake the Panthers out of the offensive doldrums which have plagued them during parts of this season.

The strategy proved successful as Steve Sass nearly connected early in the game on a beautiful shot which just missed catching the upper left corner.

Captain Dave Pentkowski also came close on an indirect kick as he fired wide a booming drive after Jim Spink had toed the ball forward.

The forward line finally put the Panthers on the board at the 34:40 mark, as John Doane highlighted some hustling, aggressive play with a quick shot from close in off a Chris Lincoln rebound.

The goal was followed 2 minutes later with a second one on a fine play in which Lincoln fed Andy Taylor with a perfect pass. Taylor then outraced the UVM defense and beat goalie Jim Taft with a shot to his left side, and it looked for a moment that the Panthers would run away with it.

The Midd booters had carried the play to the UVM end throughout the half with the only real Catamount threat being handled by Jay Harvey with a diving save on a low shot to his left. The fullback trio of Dave Hartshorn, Kevin Hundley, and Rick Stone was once again outstanding as their steady play broke up the potent UVM scoring attack and enabled the halfbacks and forwards to move the ball upfield.

The second half proved to be a different story as it took five minutes for the ball to cross the center line into the UVM zone, the tentative nervous Catamount team of the first half suddenly came alive and the Panthers were constantly beaten to the ball.

Nevertheless, there were a few good scoring opportunities in the UVM end although these attacks were not sustained very long.

John Doane nearly got his second goal of the game, midway through the period as he took a pass on the left center of the field and moved in on goal. Unfortunately,

continued on p. 12

football loses...it should have been worse

By JIM O'CONNELL

On Oct. 26 Trinity, the new addition on the football schedule, proved to be too tough and sent Middlebury to defeat 17-14. The Parents' Weekend crowd saw an early third quarter Trinity field goal stand up for the margin of victory.

An early Middlebury fumble got Trinity rolling and on an option play, which was to become all too familiar to everyone, they scored from the fifteen yard line. Then, on a play which symbolized Middlebury's frustration Andy MacLean got off a tremendous punt, but the return man got outside and MacLean finally had to make the tackle himself. From there Trinity swept a gaping hole around left end down to the five. As it has seemed all season the cornerback was all alone out there with a blocker and runner to contend with. A pass to a wide-open fullback and extra-point made the score a quick 14-0.

After a short Trinity field goal attempt the second quarter was all Middlebury. After Jim Williams recovered a fumble Gary Bleakley, Tom O'Connor, and Ken Chase alternately bowled down to the five, where Chase caught a pass from Bleakley for a touchdown.

Trinity then fumbled on their first play and Middlebury was hot. A pass to Bruce Evans for twenty yards and a Steve Schuefele run put the ball on the 12. Bleakley ran in for the touchdown and got banged up in the process. Jack Leary entered and got three tough yards for the important two point conversion (the earlier kick was missed). Tim Harrington made a good tackle on the kickoff and the half ended 14-14.

In the second half, after a few O'Connor first downs (one led by Kevin Donahue's trap) Trinity got the ball and got their option play in motion again. When it momentarily stalled they kicked the deciding field goal, a strong 42 yard boot.

Middlebury then seemed to get untracked, but a long pass to Mark Uppendahl was called back and from there came a series of Trinity drives, all somehow stopped. They used screen plays well to drive down once before they were halted by a tremendous diving interception by Buddy Chambers. Again they drove down but a Wayne Bell blitz put them out of field goal range.

The quarter changed but not the tempo of the game as a poor pitch sank Middlebury deep in their own end. Mike Goldfarb made a nice tackle on the punt return but Trinity just drove again until a fumble recovery by Bill Kuharch halted them.

Middlebury punted with 7:30 remaining and Trinity ate up ground and the clock leaving Middlebury with 1:03 on their own four with no timeouts. Passes to Bruce Evans, O'Connor, Schuefele, and Uppendahl all connected but Uppy was hit

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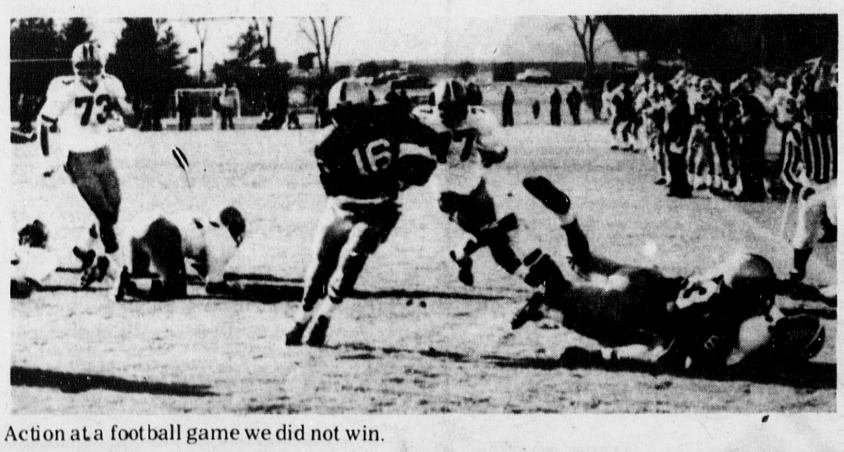

photo by nicholas andros

Action at a football game we did not win.

soccer: you just had to be there

By JOHN TURNEY

October 26, 1974, Middlebury to play Union in soccer. These were the conditions under which an intercollegiate athletic contest were to take place. The event, soccer, was at least a bit misrepresented.

The comedy could be seen in the performance of the referees. They were atrocious. No better. Every ref baiter of times past, present, and future should have been there to enjoy it. For what the refs lacked in knowledge and eyesight they made up for in their ability to make the rulings in accordance with the crowd's wishes (Remember, the game was at Union) and one referee's inclination toward alcoholic refreshment.

The whistle blowing was cyclic. At times the referees would almost halt the restarted and at other times the game represented big time wrestling in a larger ring. Players were getting tripped, pushed and punched all without the referees' trying to control the game.

One instance may serve to show the problem. Chris Lincoln was tripped up near midfield and Jom Spink complained to the ref. The ref threatened to slap Jim with unsportsmanlike conduct and insinuated that Midd was in a position to have up to three penalty kicks assessed against them. He forgot that it takes two to tango.

One of the refs was alleged to have imbibed in what was alleged to be an alcoholic drink during halftime and after the game. In all the refs lost control or rather never had control over the game. It was their lack of control and incompetence that was in a large part responsible for the other curious events.

But then came the second half and comedy, tragedy, and boxing was put on. At 39:53 an intentional hand ball was called on Midd inside the penalty area. The call was delayed until the refs received enough crowd support for the call and after the ball lay dead for about six seconds they decided on a penalty kick for Union.

Freshman Steve Sass was evicted from the game after he had been kicked in the head by a Union player. Then Dave Pentkowski was trying to get around one of Union's fullbacks when the party of the latter took a swing at the party of the former and both were evicted. Pentkowski did not even swing at the Union fullback, yet he was evicted for fighting. The farce was not over however.

John Feldenzer was the next Middlebury victim when Union decided that the best time to kick a man is when he is down. They did. It looked like both teams were ready to go at it but then a general free-for-all was averted. In total five players were evicted. It was amazing.

The Union squad seemed to have a different perspective of the game and gave the refs outstanding support for their boys' calls. To believe though, you just had to be there.

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